AGENDA OF THE DEVELOPMENT COMMITTEE OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

AGENDA

DEVELOPMENT COMMITTEE

1990 01 04

Confirmation of the minutes of the last regular meeting of 1989 12 07.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Race Relations Policy: A Review "Towards Race Relations and Ethnocultural Equity, A Working Paper, April, 1989" (Pages 1 and 2)

NEW BUSINESS:

1. OPSBA Update

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Report from Officials re Pilot Senior Kindergarten Program for an Inner City School, Robert Land, 1990-1994 (Pages 3-14)

Members are asked to bring their copy of the Race Relations Policy: A Review "Towards Race Relations and Ethnocultural Equity, A Working Paper, April, 1989" (from December, 1989 meeting - yellow copy)

Education Centre
100 Main Street West
Hamilton, Ontario
1989 12 07 and 1990 01 04

To the Chairman and Members,
Development Committee
The Board of Education for the City of Hamilton
Hamilton, Ontario

Ladies and Gentlemen:

Re: Towards Race Relations and Ethnocultural Equity

In 1986 the Board of Education for the City of Hamilton, fulfilling its responsibility as a major centre for socialization and education within the City of Hamilton made a commitment to develop a Race Relations and Ethnocultural Equity Policy.

Working together trustees, senior administrators and support staff with assistance from experts in the community drafted a working paper on Race Relations and Ethnocultural Equity. In April, 1989 a package including the working paper, a comment form and a letter from the Director was distributed to the following groups in order that they might discuss, give input to and become part of the development of the Board's Race Relations and Ethnocultural Equity Policy.

- parents
- parents
- ethnic associations
- race relations committees
- cultural groups
- religious denominations and organizations
- business
- industry
- trustees
- administrators
- support staff
- teachers
- libraries
- secretaries
- custodians

A media plan was developed and implemented to invite community input. Cooperative learning workshops were provided in order to elicit input from staff, students and community. Initially over 8000 copies of the working paper were distributed. From April to October, 1989, hundreds of additional copies of the working paper were requested by staff and community with considerable dialogue taking place both within Board and community facilities.

By June, 1989 over 2000 responses to the working paper were received from staff, students and community. A Review Team consisting of a cross section of staff analyzed responses, made recommendations for changes to the working paper and submitted a report to the Race Relations Planning Committee. This committee composed of the Director, the Associate Director, the Assistant Superintendent of Curriculum, the History Coordinator, the Affirmative Action Coordinator, the ESL/ES Consultant, the Information Officer, the Research Supervisor, the Staff Development Supervisor and the Values Education Consultant and Secretary considered the review team's recommendations, made revisions and prepared the attached documents.

1) **A Review "Towards Race Relations and Ethnocultural Equity. A Working Paper, April, 1989"** which contains general and specific recommendations for approval by the Board's Development Committee.

2) **The December, 1989 Draft of the Working Paper "Towards Race Relations and Ethnocultural Equity"** which is being presented to the Board's Development Committee for approval.
(approved 1989 12 07)

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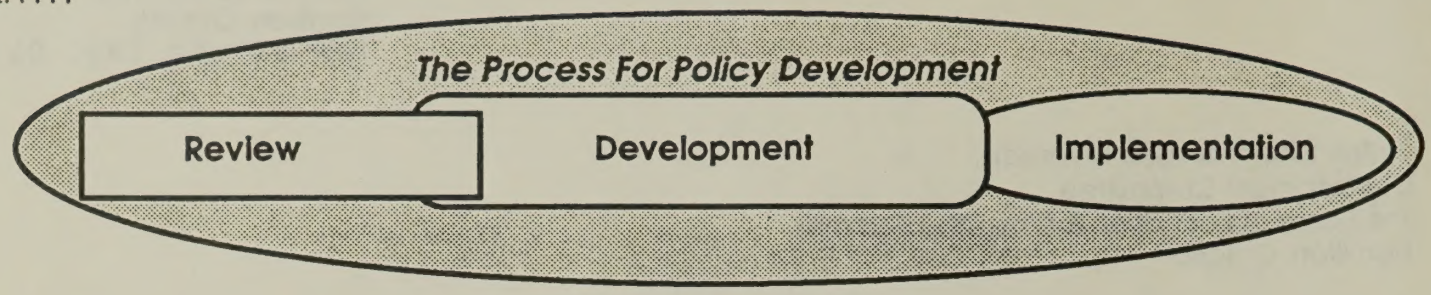
2.....



By approving the recommendations in the Review and giving approval in principle to the December, 1989 draft of the working paper the Review phase of policy development will be complete and the development phase will begin.

It is expected that the development phase will take a considerable amount of time in order to provide opportunities for staff, students and community to be involved in the process and to gain ownership and commitment to race relations and ethnocultural equity. Further development of the working paper will take place with area, department and school plans formulated and pilot tested.

Once the development phase is complete, the Race Relations and Ethnocultural Equity Working Paper will be brought back to the Board's Development Committee for approval as the Board's policy on Race Relations and Ethnocultural Equity. With this approval full system implementation of the Board's Race Relations and Ethnocultural Equity Policy will begin.

Recommendations:

1) - that the general and specific recommendations in the Review "Towards Race Relations and Ethnoculural Equity, A Working Paper, April, 1989" be approved.

2) - that the December, 1989 Draft of the Working Paper "Towards Race Relations and Ethnocultural Equity" be approved. (1989 12 07)

Prepared and submitted by: Steve Barrs
Values Education Consultant

Approved by: Keith Rielly
Director of Education
and Secretary

Education Centre
100 Main Street West
Hamilton, Ontario
L8N 3L1
1990 01 04

To the Chairperson and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Pilot Senior Kindergarten Program for an Inner City School
Robert Land 1990 - 1994

Background

The Early Primary Education Project (Ontario Research, 1985) recommended full day kindergarten for disadvantaged students. A Recommendation for a pilot full day S.K. class was proposed by C. McKague in 1986. In February, 1989 a proposal from Gary Birch, Principal at Robert Land, for a pilot Primary Project was presented to Senior Management. At the time, since the budget review process was already underway, the project was deferred to the 1990 budget year. Senior Management supports September 1990 as the appropriate time and place for this pilot to be initiated at Robert Land School. (see Appendix A)

Goal of the Pilot Program

To increase the skill level of students in compensatory education settings, particularly in the area of literacy.

Indicators of success in the Pilot Program

1. To increase success rate in the Primary Division at Robert Land School by the end of Grade 3.

2. To increase the number of students remaining in regular program at Robert Land School.

3. To increase the social skills and conflict resolution skills of students in the Primary Division at Robert Land School.

Components

The purpose of a pilot is to determine whether or not a new way of delivering a program will make a significant difference in student achievement. This difference, to be truly significant, must be confirmed quantitatively, and qualitatively (by teacher, principal and outside observations, and by parent and student perceptions.) In order to be effective, a pilot, must be run under "ideal" conditions. If the pilot shows demonstrable differences in student outcomes which are attributable to the program, then we must teach other teachers and principals the new learnings they need in order to attain the same level of student achievement. Thus in a pilot setting, the administration, teachers, site, equipment and resources must be as close to the ideal as possible.

Choice of Location

Robert Land is an appropriate site for the pilot because:

- the school serves students who may lack the opportunity to acquire literacy in the traditional time frame.
- the principal has been involved from the inception of this proposal, and understands the design of the project
- Shelagh Simpson, who will be presenting her thesis on full-day S.K. for her Master's degree and who is currently assigned to Robert Land, is an expert in the full-day S.K. concept
- the creative use of facilities and space make the implementation of the pilot possible at Robert Land School
- the Robert Land School community has been involved in the concept and supports the pilot program

Combined Senior Kindergarten/Grade One

Where space is a premium, creative solutions to school organization need to be sought if full day kindergarten programs are to be offered. At Robert Land, the 2 Senior Kindergarten and 2 Grade One classes would be combined to create four S.K./Grade One classes. The program benefits for children in a combined S.K./Grade One class are outlined on page 2 of the Robert Land Proposal. (see Appendix A) Consistency of program delivery, will enable children to acquire the knowledge and skills associated with beginning reading detailed in our new primary language arts curriculum. These learnings are Growing into Language.

Full Day Kindergarten

Most of the research on full day kindergarten in Canada comes from Toronto. Appendix B briefly summarizes the research findings from the Toronto Inner City Program which has been in place in Toronto for over 10 years.

Full Day kindergarten is one program that has made a demonstrable difference to student outcomes where it has been tried. Barbara Howard, in her position as Primary Supervisor, began to observe and monitor these programs in the early 1980's. In Hamilton through the E.N.O.C. Program and program for Compensatory Education Schools, we have provided supplemental experiences to enrich the education of Hamilton Inner City Students. In the 1990's we need to continue and extend these programs to meet the needs of today's families. Full Day kindergarten is one program that has made a demonstrable difference to student outcomes where it has been tried. Improved achievement, skill acquisition, self-confidence and the ability to develop as an independent learner were some of the observable improvements noted in the study. (see Appendix B)

Writing to Read

The Writing to Read Program exists in eleven Compensatory Education Schools within the Hamilton Board of Education. The program at Robert Land is in place, and functioning at a high level of implementation. As stated in a Appendix B the Writing to Read Program provided increased gains to students who were in an all day Senior Kindergarten.

The Writing to Read Program, to be most effective, needs 75 minutes per day over a ten month period during the later part of senior kindergarten and grade one. In current half day kindergartens, some teachers find it difficult to fit in all of the Language Experiences, Music, Physical Education, Environmental Studies and Writing to Read Program. Appendix C outlines the basic "Writing to Read" Program and its components. The program provides a broad range of conceptual and experiential activities that can compensate for lack of exposure to books, libraries, conversation and listening.

Evaluation of Project

In order to determine direction for our system for students in compensatory education settings at J.K./S.K. age, a number of creative possibilities need to be explored including the areas of all day kindergarten, and child care. It is our intention to assess full day senior kindergarten thoroughly through this pilot project. It is not a program that is necessary or feasible for all children in all parts of our city. It will take at least 2 years before any preliminary results are available and 4 years before any significant conclusions can be drawn.

In addition to our own Curriculum and Research Departments and the Area 2 Resource Team, we wish to involve a researcher from O.I.S.E. or a Childhood Education Centre, and to pursue any grants, funding or other co-operation we can secure.

The pilot project would be measurable against a control group from an other similar school. The tracking of students currently in Robert Land S.K./Grade One in 1989-90 would begin immediately to generate baseline data. Achievement Data would be collected using the assessment tools from Growing Into Language, instruments recommended by the Research Department and the outside help involved, and parent, teacher and administrator observation and perception. The Research Department will work with the primary consultant in Area 2, the Primary Junior Co-ordinator, the J.K./S.K. consultant and the staff at Robert Land School to create an effective research design. This should entail research methodologies that involve internal monitoring and external assessments.

Financial Implications To Date

- Personnel

  - 2 half time teachers (level 4 minimum = 13,200 + 1,000 (benefits) 1990 cost
  - 2 educational assistants = $18,470
  - additional lunchroom supervisor(s) may be necessary

  Total = $65,340

- Program

  $1,000 per classroom to upgrade current supplies for S.K. program for 2 classrooms (from Primary Co-ordinator's budget)

  Total = $2,000

- Buildings

  A kindergarten counter unit with sink added to one existing grade one class that does not have this equipment currently.

Recommendations

Recommendation #1

That the 4 year Pilot Senior Kindergarten Program for Robert Land School be approved in principle.

Recommendation #2

That the project involve the integration of the Senior Kindergarten and Grade One classrooms.

Recommendation #3

That each classroom have a full time teacher and a full time educational assistant.

Recommendation #4

That lunchroom supervision for the Senior Kindergarten students be provided in a separate area.

Recommendation #5

That a kindergarten counter unit with sink be added to the one existing grade one class at Robert Land School that does not have this equipment.

Recommendation #6

That permission be granted to investigate acquiring funding through ministry or other grants, and research help from colleges and universities who would be interested in the pilot as a research project.

Prepared by: Nancy Nicholls, Superintendent of Schools Area 2
Gail Rappolt, Assistant Superintendent of Curriculum
Diane Rawsthorn, Co-ordinator, Primary Junior

Submitted by: Nancy Nicholls, Superintendent of Schools Area 2

Approved by: Keith A. Rielly, Director of Education & Secretary

ROBERT LAND SCHOOL

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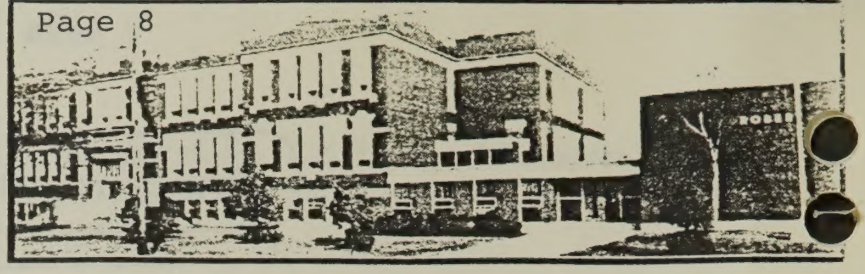


1989 11 08 **Appendix A**

Proposal It is proposed that a full-day senior kindergarten programme be implemented at Robert Land School for September, 1990.

Rationale The report of the Early Primary Education Project (1985) recommended:

> THAT the Ministry of Education investigate the feasibility of introducing extended and full-day kindergarten programs.
>
> (E.P.E.P. Report p.39)

The discussion to support this recommendation states:

> 6.5 Kindergarten Programs
>
> For some children, extended or full-day kindergarten may be particularly advantageous. These are children who may not experience an environment in which reading books, solving problems, playing with numbers, and interacting with adults is encouraged. Lacking the enriched experiences which all children require for learning and development, these children are often at a serious disadvantage in later schooling.
>
> A study of full-day kindergarten carried out recently in Ontario demonstrated that such a program can contribute to significant educational gains by five-year-old children (Bates, 1981). Parents and teachers participating in the study commented on the strength of the program by indicating growth in such areas as oral language use, physical coordination, social and emotional development, the arts, self-confidence, and improved relationships with both peers and adults. A follow-up study indicated that the gains made in full-day kindergarten were sustained into the Junior Division, findings that support the exploration of full-day kindergartens for certain groups of children (Bates, 1985).
>
> (E.P.E.P. Report p. 38)

Further support for this proposal is found in the research of Dr. David Weikart through the High Scope/Ypsilanti Project. In presenting his findings to the Early Primary Education Project Dr. Weikart stated that,

> ...children who received good early education had fewer learning difficulties, lower delinquency rates in later life, and much higher productivity, self-sufficiency, employability, and positive participation in economic life than those who did not.

Continued....

> These gains lead to substantial economic benefits for the community. The High/Scope researchers have calculated that for every $1,000. society invests in early primary programs of high quality, the return to society is $7,000.--through lower costs for education and legal processes (as a result of delinquency) and through increased lifetime earnings of program participants.
>
> (E.P.E.P. Report p.20)

In his response to the Early Primary Project submitted to the Board on April 29th, 1986, the Superintendent of Curriculum and Special Services, C.W.G. McKague, recommended that the concept of extended and full-day kindergarten should be explored in Hamilton.

Programme Considerations

Space Adequate space exists at Robert Land School to implement the proposal. As part of this project grade one and senior kindergarten pupils would be combined to create four S.K./grade one classes to replace the existing 2 S.K. classes and 2 grade one classes. Combining the S.K. with the grade ones fits in with the ungraded philosophy for primary grades and helps to "bridge the gap" between S.K. and grade one. It would also allow a child to remain with a teacher for two whole years which for any young child, especially an inner city child, would give that child a greater feeling of security thus enhancing his/her chances of success. Children who often aren't ready to move to grade one at the end of a regular S.K. programme would be able to continue in the S.K./grade one arrangement and not suffer the trauma of either being kept in S.K. or being placed in a grade one class for which they aren't really ready. This type of class would be better able to cater to both the slower developing young child and the child who develops academically and socially at a faster rate. Students enrolling in Senior Kindergarten would be provided with a full-day programme.

A separate lunchroom for the use of senior kindergarten pupils is available.

Furniture and Equipment

Re-allocation of existing furniture among the S.K. and grade one classes will meet the basic needs of the new classes. Two of the four classes would be considered as new S.K. classes and as such would qualify for funding within the Primary-Junior Department budget.

The Writing to Read Programme will require no further hardware or software to accommodate the proposal.

The existing Kindergarten washroom facilities are adequate for the programme.

Programme Requirements

Staffing The programme will require four teachers which represents one additional teacher

This programme will also require four educational assistants each approx. per year.

The Robert Land S.K. classes have qualified for a full-time educational assistant over the last four years with positive results. Toronto schools, when implementing similar projects, have found an educational assistant to be an important component for successful implementation.

Equipment One existing grade one class will need the addition of a Kindergarten counter unit with sink. The other existing grade one class already has a kindergarten counter unit with sink.

Further Recommendations

A proposal such as this will require on the part of the staff involved cooperative planning, team teaching where appropriate, interest in the Writing to Read Programme and a strong commitment to the Primary Philosophy of The Hamilton Board of Education which states:

- Children learn by doing
  Children learn by interaction
  Children learn at their own rate.

It is therefore recommended that the four teaching positions be posted and interviews be held.

Evaluation

To evaluate this project it will be necessary to examine test results in mathematics and language up until the end of the children's fifth year in school. In addition we will need an evaluation component which will provide information about such things as children's social interactions and attention span. In addition we will be looking at changes in parent attitudes and parent involvement.

Summary

All of the research available extols the merits of all day kindergarten and indeed any improvement in primary education programs especially for children who come from less-advantaged families. In our system there are no children more needy of such a program than those at Robert Land School. Establishing this program as requested would address a proven need in the very core of our city. It would also provide a perfect place to validate the program over a period of several years with a view to possibly expanding from this pilot project.

The need is here and this community is already supportive about the prospect of starting this program. Now is the time for us to take a bold step forward which will pay a multitude of dividends in the years to come.

Respectfully submitted

Gary Birch,
Principal.

GB/ss

Appendix B

RESULTS FROM CURRENT EVALUATION RESEARCH ON FULL-DAY KINDERGARTENS

1. **Full Day Kindergarten decreases the failure rate in the Primary Grades.**

PLACEMENT OF FULL-DAY/HALF DAY STUDENTS AFTER FOUR YEARS.

Grade Attained four years later	Student in Half-Day SK	Students in Full-Day SK
Grade 4	44%	52%
Grade 3	23%	10%
Special Education	6%	6%
Transferred from system	27%	32%
Total Students	100%	100%

From Bates, Deeth, Wright and Vernon. Follow-up of Full and Half -day Kinder garten Programs. Toronto 1984.

2. **Full-Day Kindergarten children demonstrate significantly better achievement:**

- in the acquisition of skills and knowledge
- in enhanced self confidence, independence, co-operation

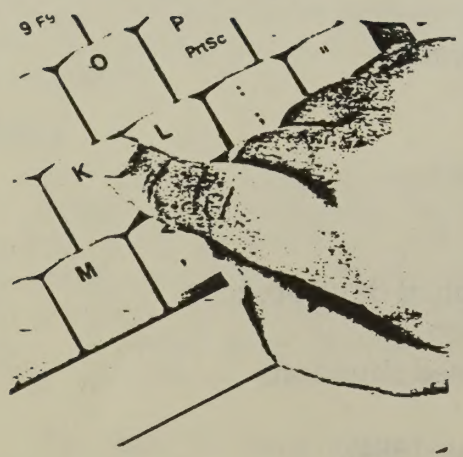
Contributing factors to improved achievement are:

- increased language experiences
- extended experiences (cooking, trips, science)
- increased pupil teacher contact for skill and conceptual development
- increased experiences with positive social interaction
- reduced time for students in potentially unsupervised situations

(Anderson, 1983; Johnson, 1988; Nachbar, 1989; Terens, 1984).

3. **M. Brierley found the highest gains for programs that combined Writing To Read and Full-Day Kindergartens.**
(OHIO Education Services, 1987).

The Writing to Read center



Writing to Read provides an interrelated environment where students realize their purpose is to learn writing and reading. Going to this separate facility generates an excitement about mastering language. Schools report more enthusiasm for learning in this environment where students manage their own learning activities and teachers can move about and address individual problems.

The *Writing to Read* center consists of the following five stations.

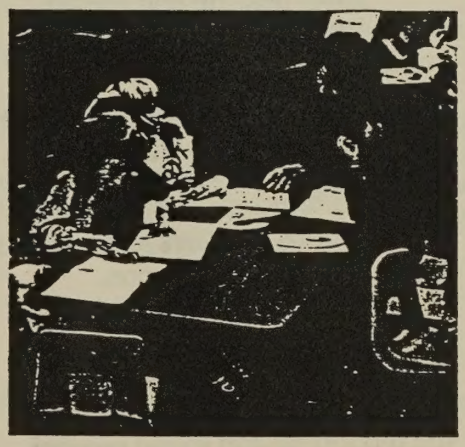
Computer Station

At the Computer Station children work in pairs with an IBM Personal Computer equipped with a Speech Attachment that enables the computer to "talk" to them. With its natural-sounding "voice" and its interactive programming, the computer offers each student self-paced instruction.

The children spend about 15 minutes at the computer, interacting with their partners and responding to instructions given by the computer "voice." During 10 learning cycles, students respond to exercises presenting the 42 phonemes within the context of familiar words. Upon completion of all cycles, children are acquainted with writing and reading the sounds that make up spoken English.

Each *Writing to Read* software package also includes diskettes that reinforce the phoneme lessons. For example, "Silly Sentence" diskettes help children begin actual sentence construction by typing amusing sentences such as "Can a fish ride in a wagon?" on the computer keyboard.

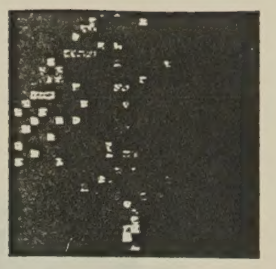
There are also two games, "Cat and Mouse" and "Turtle and Rabbit" that are designed to increase students' familiarity with a keyboard and to develop a sense of the rhythm in language. Additionally, the games are a means of reinforcing standard spelling and presenting words in the context of sentences and stories.



Work Journal Station

At this station the children listen to a taped lesson for reinforcement of the sounds they learned at the computer.

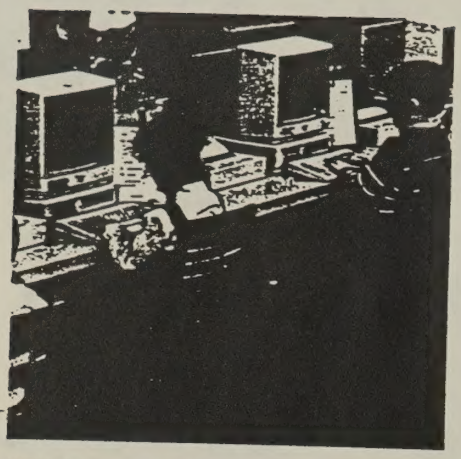
During a cycle of study, children mark their progress on the back page of the work journals.



They take the completed work journals home for discussion of their development with parents. This parental reinforcement is a natural extension of the *Writing to Read* program's intent to generate excitement for learning to write and read.

Listening Library Station

As the children listen to recordings of carefully selected children's literature (see listing), they follow the text in books. The Listening Library is designed to familiarize students with words and to give them a chance to match speech with written English. The cassette tapes are available from IBM, while the corresponding books are purchased separately by the school.



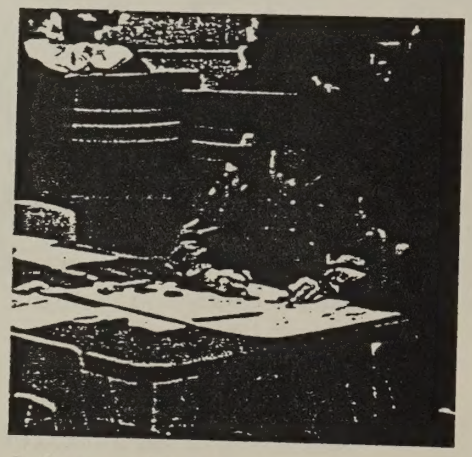
Writing/Keyboarding Station

This station has two learning areas—Writing and Keyboarding. The Writing station is a special place where students know their task is to write. They have easy access to writing tools with which to experiment with the discoveries they are making about letters and sounds.

IBM Personal Computers are used at the Keyboarding station, giving young learners a faster, easier means of writing than hand lettering. Without fretting over creating each symbol by hand, they build speed in letter recognition and word formation through the use of the keyboard.

This method encourages a focus on thought rather than the motor skills needed for writing. Soon after their introduction to written language, students can begin to view writing as a means of communicating a thought or message. At this station, many children progress to the level of actually writing stories.

Just as children learn to incorporate peculiarities of written language after they master phonemic spelling, they can concentrate on the mechanics of handwriting after they understand and appreciate the meaning of individual letters and how they fit together in words.



Make Words Station

After hearing and seeing words in print and at the computer, students discover they can recombine letters to form new words. Through games and hands-on use of materials, like clay, crayons and chalk, students investigate new combinations of letters and words at the Make Words Station.

In particular, the children play two phoneme-based games, "Make Words" and "Writing to Read Bingo," to increase their word-building and sound recognition skills. Many children quickly progress to story writing with *Writing to Read*. This aspect not only makes *Writing to Read* an important language tool, it can also facilitate children's creative expression.

A G E N D A

DEVELOPMENT COMMITTEE

1990 02 01

Confirmation of the minutes of the 1990 01 04 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Progress Report - Westmount, 1990 - Pages 1 to 4

2. Race Relations Policy: A Review "Towards Race Relations and Ethnocultural Equity, A Working Paper, April, 1989"

   - Definition of "contract compliance program" in recommendation #G8b - That the Board of Education for the City of Hamilton adopt a contract compliance program with suppliers or outside contractors which ensures that the intent of the Race Relations and Ethnocultural Equity Policy is practised.

NEW BUSINESS:

1. French Language Regional School Board - Pages 5 and 6

2. OPSBA Update

I

1990 02 01.

TO THE CHAIRMAN AND MEMBERS,
Development Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

The purpose of this report is to update you on the progress that Westmount Secondary School is making toward implementation of the 1990 project.

1. Project Evaluation Committee

A committee has been established which will look at the criteria which must be considered in order to appropriately evaluate our project. Owen Jackson will be working with this committee to assist in the development and implementation of the evaluation. The results of our project will not be evident until 3-5 years after full implementation. Full implementation is expected September,1990.

2. Tracking of Students

We are working on a Work Commitment Sheet which will allow us to track the attendance of students as well as their effort and achievement. A copy of this sheet (draft #2) is attached to this report as Appendix 1.

3. Student Committee

As a result of concerns expressed by some students, a Student Committee has been formed which will be the liaison between the student body and the administration. This committee is composed of 27 students from all grades. The committee will consider student needs and will devise strategies to assist the student body in meeting those needs. It is expected that this committee will be an on-going organization that will address needs that are not specific just to the 1990 project.

Visits have been made to each class to give them an opportunity to ask questions and visits are also being made to the Grade 8 classes in our feeder schools. A slide-tape presentation is being developed jointly by Grade 8's and Grade 9's.

4. Academic Results

The results from Semester 1 mid-semester evaluation period are as good as or better as the results in other years. This allows us to be optimistic about student achievement.

5. Role of Teacher Advisor

The staff is now beginning to look at the role of the Teacher Advisor. Appendix 2 is the first draft that is being discussed by staff. It is proposed that Items #1-9 be

implemented in September,1990 and that Item #10 be in-serviced next year. Items #11-13 are possible directions in the future.

6. Product Manual

A product manual has now been completed. This clarifies for students the expectations for a variety of products that might be produced for any subject at Westmount. This will give us consistency in our expectations.

7. Parents Meeting

A meeting is planned for March 7.

It is therefore recommended:

That this report be received for information.

Prepared by: A. Robertson, Principal, Westmount Secondary School

Submitted by: D. Rothwell, Superintendent of Schools

Approved by: K. Rielly - Director of Education and Secretary

WESTMOUNT SECONDARY SCHOOL

WEEKLY WORK COMMITMENT

NAME

WEEK #

TEACHER ADVISOR

HOME PHONE

COURSE	UNITS COMPLETE	MONDAY TASK(S)		TUESDAY TASK(S)		WEDNESDAY TASK(S)		THURSDAY TASK(S)		FRIDAY TASK(S)		UNITS COMPLETE
			TIME		TIME		TIME		TIME		TIME	
			PLACE		PLACE		PLACE		PLACE		PLACE	
			TIME		TIME		TIME		TIME		TIME	
			PLACE		PLACE		PLACE		PLACE		PLACE	
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			TIME		TIME		TIME		TIME		TIME	
			PLACE		PLACE		PLACE		PLACE		PLACE	
		DATE		DATE		DATE		DATE		DATE		
		TIME		TIME		TIME		TIME		TIME		

T.A. INTERVIEW DATE _____ TIME

A COMPILATION OF THE RESPONSIBILITIES OF THE TEACHER ADVISOR ROLE AS CARRIED OUT IN VARIOUS SCHOOLS

The role of teacher advisor varies greatly from school to school. At Bishop Carroll for example, the role is one of a monitor of attendance and academic progress. At other schools, for example Ernest Manning, the role includes counselling. the teaching of generic skills, and the monitoring of personal problems and concerns. The list below is in a rough order. The list goes from the more simple monitoring skills to more complex skills requiring more knowledge, effort and interaction by the Teacher Advisor. The skills tend to fall into three areas. Items 1 to 9 can be called monitoring or program/process items. Item 10 adds the area of personal development to the T.A. role while items 11 to 13 relate to career and personal counselling.

1. Monitor daily attendance.
2. Monitor progress through a check of unit completion, once every two weeks. It is planned that this will be done by accessing the administrative computer network.
3. Report to parents through a telephone interview on at least a monthly basis.
4. Interview students once every two weeks. The interview would deal with the student's progress, academic problems which they are experiencing, extra help which might be necessary in order to ensure academic success, etc.
5. Keep records of student progress and of any interviews which are carried out.
6. Report to administration and or student services any student who is having major difficulties.
7. Be aware of and explain support systems within the school.
8. Be a liason with the guidance counsellor for students within your T.A. group.
9. Encourage the involvement of students in school activities.

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10. Teach those generic skills to your T.A. group which the school deems to be essential to the success of the students. These skills could include:

    -time management,
    -study skills,
    -self-assessment,
    -goal setting,
    -decision making/problem solving,
    -learning style inventories,
    -etc.

---

11. Help students with career decisions, course selections, and personal decisions.
12. Act as a personal mentor/confidant for the students.
13. Monitor closely the progress of all students in your T.A. group with respect to the total development of the individual.

Education Centre
100 Main Street West
Hamilton, Ontario
1990 02 01

To the Chairman and Members
Development Committee
The Hamilton Board of Education

Ladies and Gentlemen:

Report on the French-Language School Boards

Georges-P.-Vanier is a French-Language Secondary School offering services to surrounding boards since 1974. The purchasing boards are :

- Halton S.S. Board
- Halton Board
- Hamilton-Wentworth S.S. Board
- Wentworth County Board
- Waterloo S.S. Board
- Wellington S.S. Board
- Haldimand-Norfolk S..S. Board
- Brant County S.S. Board

Since the opening of Georges-P.-Vanier, ongoing communications have existed between our Board through the FLAC, the FLEC and now the FLS and the coterminous boards.

On July 10th 1986, Bill 75 received royal assent and permitted in law the creation of a Regional Committee for French-Language Education (277,R). Bill 75 also created FLS in most boards who were purchasing secondary education from us because they were already operating French-Language Elementary Schools.

In 1986, FLEC members in the surrounding boards initiated discussions about Secondary Education within their own jurisdictions.

Under the leadership of Mr. Paquin, the chairman of the FLEC, a number of meetings of the French-Language Regional Committee were held to discuss secondary education. Also present at these discussions were Dufferin-Peel S.S. Board, Lincoln S.S. Board, Welland S.S. Board and Niagara South Board.

In 1988, the FLS trustees asked the Superintendents of French-Language Education from the coterminous boards to form an Advisory Committee to study the purchase, delivery and availability of French-Language Education under their jurisdiction.

The Advisory Committee chaired by myself, presented numerous reports to the Regional Committee for French-Language Education. After studying the reports and also analyzing the existing French-Language School Boards in Toronto and Ottawa-Carleton, the Regional Committee accepted in principle the fact that the system that would best serve the French-Language students would have to be a Confederation of the FLS in order to facilitate the delivery and purchase of educational services for the French-Language students.

Each FLS has been asked by the Regional Committee to study the proposal of a Confederation and to report back to the Advisory Committee by **February 1** so that a draft proposal can be prepared for study later this spring with the intention of submitting a request to the office of the Minister of Education before the end of June 1990.

RECOMMENDATION

That this report be received for information.

Prepared and submitted by: R. C. Lavoie
Superintendent of French Language School

Approved by: K. A. Rielly
Director of Education and Secretary

/fg

A G E N D A

DEVELOPMENT COMMITTEE

1990 02 01

Confirmation of the minutes of the 1990 01 04 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Progress Report - Westmount, 1990 - Pages 1 to 4

2. Race Relations Policy: A Review "Towards Race Relations and Ethnocultural Equity, A Working Paper, April, 1989"

   - Definition of "contract compliance program" in recommendation #G8b - That the Board of Education for the City of Hamilton adopt a contract compliance program with suppliers or outside contractors which ensures that the intent of the Race Relations and Ethnocultural Equity Policy is practised.

NEW BUSINESS:

1. French Language Regional School Board

2. OPSBA Update

1990 02 01.

TO THE CHAIRMAN AND MEMBERS,
Development Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

The purpose of this report is to update you on the progress that Westmount Secondary School is making toward implementation of the 1990 project.

1. Project Evaluation Committee

A committee has been established which will look at the criteria which must be considered in order to appropriately evaluate our project. Owen Jackson will be working with this committee to assist in the development and implementation of the evaluation. The results of our project will not be evident until 3-5 years after full implementation. Full implementation is expected September,1990.

2. Tracking of Students

We are working on a Work Commitment Sheet which will allow us to track the attendance of students as well as their effort and achievement. A copy of this sheet (draft #2) is attached to this report as Appendix 1.

3. Student Committee

As a result of concerns expressed by some students, a Student Committee has been formed which will be the liaison between the student body and the administration. This committee is composed of 27 students from all grades. The committee will consider student needs and will devise strategies to assist the student body in meeting those needs. It is expected that this committee will be an on-going organization that will address needs that are not specific just to the 1990 project.

Visits have been made to each class to give them an opportunity to ask questions and visits are also being made to the Grade 8 classes in our feeder schools. A slide-tape presentation is being developed jointly by Grade 8's and Grade 9's.

4. Academic Results

The results from Semester 1 mid-semester evaluation period are as good as or better as the results in other years. This allows us to be optimistic about student achievement.

5. Role of Teacher Advisor

The staff is now beginning to look at the role of the Teacher Advisor. Appendix 2 is the first draft that is being discussed by staff. It is proposed that Items #1-9 be

implemented in September,1990 and that Item #10 be in-serviced next year. Items #11-13 are possible directions in the future.

6. Product Manual

A product manual has now been completed. This clarifies for students the expectations for a variety of products that might be produced for any subject at Westmount. This will give us consistency in our expectations.

7. Parents Meeting

A meeting is planned for March 7.

It is therefore recommended:

That this report be received for information.

Prepared by: A. Robertson, Principal, Westmount Secondary School

Submitted by: D. Rothwell, Superintendent of Schools

Approved by: K. Rielly - Director of Education and Secretary

WESTMOUNT SECONDARY SCHOOL

WEEKLY WORK COMMITMENT

NAME

WEEK #

TEACHER ADVISOR

HOME PHONE

COURSE	UNITS COMPLETE	MONDAY TASK(S)		TUESDAY TASK(S)		WEDNESDAY TASK(S)		THURSDAY TASK(S)		FRIDAY TASK(S)		UNITS COMPLETE
			TIME		TIME		TIME		TIME		TIME	
			PLACE		PLACE		PLACE		PLACE		PLACE	
			TIME		TIME		TIME		TIME		TIME	
			PLACE		PLACE		PLACE		PLACE		PLACE	
			TIME		TIME		TIME		TIME		TIME	
			PLACE		PLACE		PLACE		PLACE		PLACE	
			TIME		TIME		TIME		TIME		TIME	
			PLACE		PLACE		PLACE		PLACE		PLACE	
		DATE		DATE		DATE		DATE		DATE		
		TIME		TIME		TIME		TIME		TIME		

T.A. INTERVIEW DATE _____ TIME

A COMPILATION OF THE RESPONSIBILITIES OF THE TEACHER ADVISOR ROLE AS CARRIED OUT IN VARIOUS SCHOOLS

The role of teacher advisor varies greatly from school to school. At Bishop Carroll for example, the role is one of a monitor of attendance and academic progress. At other schools, for example Ernest Manning, the role includes counselling. the teaching of generic skills, and the monitoring of personal problems and concerns. The list below is in a rough order. The list goes from the more simple monitoring skills to more complex skills requiring more knowledge, effort and interaction by the Teacher Advisor. The skills tend to fall into three areas. Items 1 to 9 can be called monitoring or program/process items. Item 10 adds the area of personal development to the T.A. role while items 11 to 13 relate to career and personal counselling.

1. Monitor daily attendance.
2. Monitor progress through a check of unit completion, once every two weeks. It is planned that this will be done by accessing the administrative computer network.
3. Report to parents through a telephone interview on at least a monthly basis.
4. Interview students once every two weeks. The interview would deal with the student's progress, academic problems which they are experiencing, extra help which might be necessary in order to ensure academic success, etc.
5. Keep records of student progress and of any interviews which are carried out.
6. Report to administration and or student services any student who is having major difficulties.
7. Be aware of and explain support systems within the school.
8. Be a liason with the guidance counsellor for students within your T.A. group.
9. Encourage the involvement of students in school activities.

---

10. Teach those generic skills to your T.A. group which the school deems to be essential to the success of the students. These skills could include:
    - -time management,
    - -study skills,
    - -self-assessment,
    - -goal setting,
    - -decision making/problem solving,
    - -learning style inventories,
    - -etc.

---

11. Help students with career decisions, course selections, and personal decisions.
12. Act as a personal mentor/confidant for the students.
13. Monitor closely the progress of all students in your T.A. group with respect to the total development of the individual.

A G E N D A

DEVELOPMENT COMMITTEE

1990 03 01

Confirmation of the minutes of the last regular meeting of 1990 02 01.

G E N E R A L

NEW BUSINESS:

1. Tri-Board Adult Learner Survey, 1989 (Please bring your copy of the Survey which was placed in the lockers.)

2. Trustee Bishop's Motion Re Environmental Concerns (Referred by Board, 1990 02 20) **Page 1**

3. OPSBA Update

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Update: An Overview of the Purposes of the Junior and Senior Kindergarten Programs* **Pages 2 to 6**

*Timed Agenda Item
18:15-19:00 hours in Rooms 3 and 4

The Board of Education for the City of Hamilton

OFFICE OF THE
DIRECTOR OF EDUCATION AND SECRETARY

100 MAIN STREET WEST
HAMILTON, ONT.

TELEPHONE (416) 527-5092
FAX (416) 521-2536

MAILING ADDRESS
P.O. BOX 2558
HAMILTON, ONT.
L8N 3L1

1990 01 24

TO THE CHAIRMAN AND MEMBERS
BOARD OF EDUCATION

Ladies and Gentlemen:

This is to advise you that Trustee Bishop gave notice that she will move or cause to be moved at the next regular meeting of the Board or special meeting called for the purpose, the following motion:

"WHEREAS concerns about the health of our environment have increased in recent years.

WHEREAS educators have a clear role to create awareness among students of the environment and its preservation, and to indicate by their actions their own commitment to a healthy environment,

WHEREAS matters of environmental concern are being raised at this Board but there is no overall policy for the review of current practices or suggestions for future directions,

BE IT RESOLVED that

(a) the Board of Education for the City of Hamilton ensure that is own practices and programs are compatible with and promote a healthy, pollution-free and sustainable environment, and

(b) that a report be brought back to this Board which will indicate the extent to which its programs promote such an environment and recommend timelines and actions necessary to achieve this goal."

Yours sincerely,

K. A. Rielly
Director of Education
and Secretary

rm

Education Centre
100 Main Street West
Hamilton, Ontario
1990 03 01

Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

UPDATE: AN OVERVIEW OF THE PURPOSES OF THE JUNIOR AND SENIOR KINDERGARTEN PROGRAMS

The Ministry Directions Document (1989-94) has made the "Early Years" one of its six priorities for Educational Reform (see Appendix I). The Hamilton Board of Education currently offers junior and senior kindergarten as half-day programs.

The Primary Department has recently completed a video that explains kindergarten programming to parents, and the new document, *Growing into Language*, presents the methods used in developing literacy in the early years.

Since there were a number of questions about the nature and goals of the kindergarten program during the debate on the pilot at Robert Land, the following timed item will be presented for your information.

Hamilton kindergarten programs are supported by a variety of curriculum support materials which are unique to the Hamilton Board of Education, and the envy of many other boards. Our handbook for teachers of junior and senior kindergarten, *Beginnings*, provides the framework for program development. A handbook for parents, also called *Beginnings*, explains the kindergarten program in photos. *Kindermucking*, a hands-on activity-based program developed through Kit Services, brings science learning to the kindergarten. Joan Browning will share these items in her presentation.

Growing Into Language, the new primary language arts continuum, goes from JK - Grade 3. It is based on our understandings of the notions of reading and writing which young children bring with them when they enter school. Children's ability in writing develops from scribble writing to stories written with conventional spelling. Their growth in writing parallels their growth in learning to talk. Eleanor Duncan will show this growth using samples of children's writing from Hamilton kindergartens. Copies of *Growing Into Language* will be available for trustees.

...../2

6:15 - 6:30 "What Will I Do In Kindergarten?"
ROOM 5
- The new kindergarten video
- Shown by Doug Baker - Primary Consultant, Area 1

> All members of the Development Committee are invited to see the video at 6:15. Following its presentation, members will be divided into two groups for the following 15-minute sessions. Members will have an opportunity to attend both.

6:30 - 6:45 & 6:45 - 7:00	Writing in the Kindergarten	&	Support Materials for Kindergarten Teachers and Parents
	ROOM 3		ROOM 4
	Eleanor Duncan Primary Consultant, Writing to Read		Joan Browning Junior Kindergarten & Early Identification Consultant

7:00 Closure

RECOMMENDATION:

> That this report be accepted for the purpose of information only.

Prepared by: Diane Rawsthorn, Primary/Junior Co-ordinator
Gail Rappolt, Assistant Superintendent of Curriculum

Submitted by: Gail Rappolt, Assistant Superintendent of Curriculum

Approved by: Keith A. Rielly, Director of Education

/ae
Encl.

BACKGROUND TO THE ACTION PLAN

In the April 1989 Speech from the Throne, the Government announced a major set of initiatives to improve the quality of education in Ontario. These initiatives will restructure the education system into four major components:

- The Early Years (junior and senior kindergarten)
- The Formative Years (grades 1 to 6)
- The Transition Years (grades 7 to 9)
- The Specialization Years (grades 10 to 12)

A priority within the Specialization Years will be the revitalization of Technological Education.

Subsequent to the Speech from the Throne announcements, submissions were made to the Cabinet on this restructuring; in July 1989 they were given general policy approval.

The following outlines the new directions that the Government will take in education[1] during the period 1989 - 1994:

The Early Years

Junior Kindergarten

- to require school boards to offer half-day junior kindergarten programs for four-year olds
- to provide funds for the purchase and development of learning materials
- to develop new policy and program direction
- to provide support for staff development

[1] refers to both English- and French-language education

Senior Kindergarten

- to require school boards to offer half-day senior kindergarten programs for five-year olds
- to provide funds for the operation of full-day programs where classroom space is available
- to develop new policy and program direction
- to provide funds for the purchase and development of learning materials
- to provide support for staff development

The Formative Years

- to revitalize the curriculum from grades one to six by focusing on the development of literacy, analytical and communication skills.

The Transition Years

- to establish the core curriculum for grades 7 to 9
- to eliminate streaming in grade 9
- to improve support for students in making the transition from elementary to secondary school and from the transition to the specialization years.

The Specialization Years[1]

- to develop the final years of secondary school as years of specialization
- to introduce new diploma requirements for grades 10, 11, and 12

---

[1] this includes Ontario Academic Courses (OAC's)

Technological Education

- to redesign technological education through:
  - updating and consolidating the curriculum
  - renewing equipment
  - developing new approaches to program delivery
  - strengthening partnerships with business, industry, and the community
  - supporting Industry/Education Councils

As a critical and parallel set of tasks, the ministry has committed to develop and co-ordinate appropriate teacher education policies to meet the needs created by these restructuring initiatives.

A major challenge has been to create a Ministry plan of action which will maximize consultation on these initiatives within government, the education system and the broader community including business, labour, parents and students. A framework and direction that will ensure the early and continuing involvement of the key parties in the development of education policies resulting from the restructuring initiatives are essential. Key to the success of the plan of action is that consultation on policy must mean a discussion of valid policy options rather than participation in the refinement of a particular ministry position.

The Ministry has refocused its resources to emphasize this consultation process. These changes are illustrated on page 6. A new unit, the Learning Programs Secretariat, was created to manage the planning, consultation, policy development and implementation of the initiatives. Work Teams of approximately six people composed of both ministry staff and representatives of the education system have been established for each initiative:

missing pp. 1-6

A G E N D A

DEVELOPMENT COMMITTEE

1990 04 05

Confirmation of the minutes of the last regular meeting of 1990 03 01.

GENERAL

NEW BUSINESS:

1. School Workplace Apprenticeship Program (S.W.A.P.) — Pages A1, 1 and 2

2. OPSBA Update

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Update - Pilot Program in Native Languages (Mohawk) (from June, 1989 Development Committee Meeting)

2. Final Report - IBM Microcomputer Music Proposal (from July, 1989 Development Committee Meeting) — Pages 3 to 6

I.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1990 04 05

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: School Workplace Apprenticeship Program (S.W.A.P.)

It is our hope to submit a proposal to the Ministry of Education in co-operation with:

- the Hamilton-Wentworth Roman Catholic Separate School Board;
- the Wentworth County Board of Education;
- Mohawk College; and
- the Hamilton-Wentworth Skills Training Advisory Committee.

At this time, we anticipate a September 1991 start date for the Hamilton Board of Education's program. Prior to the implementation of S.W.A.P. in any Hamilton Board of Education Secondary School, program details and financial implications will be brought to committee for approval.

Recommendation:

That the officials submit a proposal to obtain Ministry of Education approval for the School Workplace Apprenticeship Program in Hamilton Board of Education Secondary Schools.

Prepared and Submitted by: G. Rappolt, Assistant Superintendent of Curriculum
J. Kerr, Co-ordinator of Technological Studies

Approved by: K. Rielly, Director of Education and Secretary

A G E N D A

DEVELOPMENT COMMITTEE

1990 05 03

Confirmation of the minutes of the last regular meeting of 1990 04 05.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report of the Working Group Re Mandate (Focus) for the Study Re Environmental Concerns

NEW BUSINESS:

1. *System Priorities with Respect to Strategic Planning Pages 1 to 8
2. OPSBA Update

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Update - Implementation of Compensatory Education Report of 1989, Area 1 (20-30 minutes) (See Separate Package)

*With the concurrence of the Committee Chairman, officials wish to work with trustees in a planning process to determine system priorities for the coming year.

I

MAKING CHOICES FOR THE 1990S

HAMILTON BOARD OF EDUCATION DEVELOPMENT COMMITTEE MEETING

TRUSTEES AND SENIOR MANAGEMENT

May 3, 1990

PURPOSE: To involve trustees in strategic planning

OBJECTIVES:

1. **To seek involvement, commitment and cooperation between Trustees and Senior Administration.**

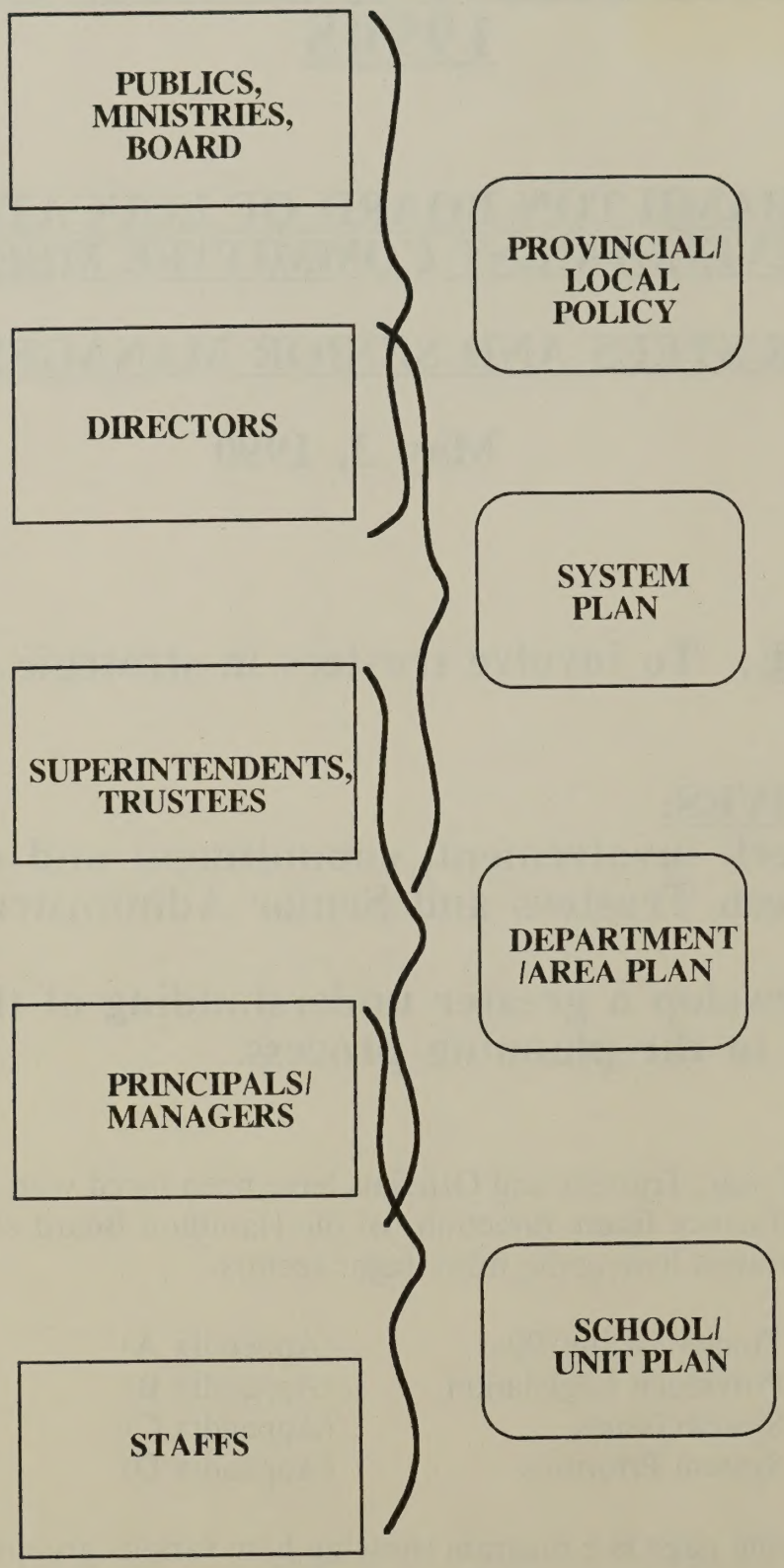
2. **To develop a greater understanding of the different roles in the planning process.**

Over the past year, Trustees and Officials have been faced with many issues which will influence future directions of the Hamilton Board of Education. The issues outlined here come from major sectors.

1. Trends for the '90s (Appendix A)
2. Provincial Legislation (Appendix B)
3. System Issues (Appendix C)
4. System Priorities (Appendix D)

On the following page is a diagram showing how various groups in our system work together to set directions and achieve goals.

LEVELS OF SYSTEM PLANNING



Marguerite Edge
January, 1990

In order to develop a system wide plan, each constituent group identified its own plan and established a direction to achieve its stated goals. The following priorities have emerged as a result of this work with and through all our members. Each priority is being managed through the development and implementation stages. The Official responsible is listed in the right column and further details are outlined in Appendix D.

INTEGRATED INFORMATION SYSTEM	R. Kawai
TEAM BUILDING	J. Forrester
ORGANIZATIONAL STRUCTURE AND ROLES	R. Binns
PERFORMANCE MANAGEMENT	K. Rielly
SECONDARY SCHOOL STUDY	A. Stockwell
COMPONENT STAFFING	D. Rothwell
PAY EQUITY	B. Sinclair
PRIMARY LITERACY	N. Nicholls
SPECIAL EDUCATION AND SERVICES	J. Yurkiw
FRENCH IMMERSION	G. Rappolt

These identified system priorities are used to determine how we use and manage our human and financial resources. As we continue to work on them, we will assess which items are ready to be implemented and, therefore, require removal from the high priority planning list. The items removed continue along implementation paths whereas new priorities emerge to be included in this list The following items are under consideration for placement on the priority list: Race Relations, Child Care, Affirmative Action, ESL, Decentralization/ Reorganization, and "The Environment".

Appendix A

TRENDS FOR THE '90s

GLOBAL MARKETPLACE
- international trade is critical to Canada's prosperity and is dependent on policy and technology rather than on natural resources
- changing organizations to be competitive globally is painful
- satellite communication creates a world community
- Japan dominates in economy and certain technologies

GOODS, SERVICES and CONSUMERS
- consumers demand products with quality design and function
- products are durable, recyclable and knowledge intensive (eg. advanced ceramics)

TECHNOLOGY
- lasers and optics are used in hospitals, banks and retailing
- commercial/technical competition replaces the arms race
- genetic engineering raises ethical questions

GOVERNMENT REFORM and REGIONAL PLANNING
- governments at all levels focus on quality and equality
- all sectors of society are involved in decision making
- privitization increases

DEMOGRAPHICS, ORGANIZATIONS and WORK
- changes in socio-technical systems lead to altered values
- getting organized and managing time take on new importance
- work places have more grey power and temporary workers but fewer youngsters and entry level workers

ENVIRONMENT
- interdependence and safety override convenience
- viable cities and manageable lifestyles require integrated planning

SOCIAL and FAMILY
- health care, child care and preschool education become important issues
- flextime, employee benefits and staff training are important along with salary
- family violence and children's rights

EDUCATION REFORM
- students learn to tolerate complexity, ambiguity and diversity
- flexibility and innovation require new teaching strategies
- lifelong skill development is necessary to meet specialization needs for employment
- partnerships develop among educators, unions, industry and employers

Marguerite Edge
January, 1990

Appendix B

PROVINCIAL LEGISLATION

Ministry of Education Initiatives - 6 areas of renewal
- Early Years JK - SK
- Formative Years 1-6
- Transition Years 7-9
- Specialization years 10-12/OAC
- Technological Studies
- Teacher Training

Bill 20	Lot Levies
Bill 34	Mill Rates (Muskoka)
Bill 45	OHIP - Health Tax
Bill 49	Freedom of Information - (schools)
Bill 64	Coterminus Pooling and shared assessment
Bill 65	French Language School Act - pooling
Bill 66	Superannuation - retired teachers
Bill 149	Trespass Amendments
Bill 208	Health and Safety Amendments
Bill 75	Minority Language Sections

Education Act Amendments - Consultation document, 1988
Copyright Amendments - Bill 60 exemptions
Adult Education and Continuing Education Funding
Transportation Grants - revised
Select Committee - 34 Recommendations
Premier's Council Report - Education, Training, Skills Development - Global economy
Religious Education Task Force
Deaf Education
Vision 2000 - C.A.A.T.'s
Fiscal year changes
Criminal Code Changes - protects minors - no touch without parental permission (under 18)
Child Care Position paper - School Board's role
Parental Leave - Benefits both parents
Supervisiory Officer Review - Role of S.O.'s - Certification amendments
G.S.T. - Impact on School Boards

Appendix C

SYSTEM ISSUES

TRUSTEES ISSUES
(Spring 1989 - workshop with L. Pickard)

- Funding (and Government pressures)
- Multiculturalism (and community pressures)
- System/Evaluation and Program Direction
- Relationships (with selves, officials, and community)
- Organization Structure and Roles
- Promotion Process and Succession Planning
- Training and skills.

SYSTEM ISSUES (August 1989)

I. STRATEGIC PLANNING

- Role definition/ responsibility
- Site based planning/ Decision-making
- Co-ordination of Department/Area Plans

II. TEAM WORK

- Team building/ individual role definition
- Team maintenance/quality of life
- Meetings/issues (Decision-making, facilitation, leadership)
- Monitoring team performance

III. INDIVIDUAL GROWTH ORG. EFFECTIVENESS

- Hiring practices
- Promotion Procedures
- Leadership Development
- Individual Growth and Development (non-teaching and teaching staff
- Performance Evaluation

IV. EFFECTIVE SERVICE

a) SUPPORT SERVICES

- Integrated Information System
  - Financial Information System
  - Employee Information System
  - Student Information System
- Accommodation, Renovations, Construction
- Staff allocations and transfers
- Public Relations
- Freedom of Information
- Health Services

b) CURRICULUM & SPECIAL SERVICES

- Secondary School Study/ Planning
- Middle School
- Child Care/Pre-school
- Life Long Education (adult education, re-entry, retention, Alter. Ed.)
- Computers in Education
- E.A.S.L.
- Special Education Project
- Behaviour project
- French Immersion

c) SOCIAL ISSUES

- Affirmative Action
- Pay Equity
- Drug/Alcohol Abuse
- Race Relations
- Religious Education
- Primary Class Size/SK extended day
- Family Violence

Appendix D

1. **INTEGRATED INFORMATION SYSTEM:** New automated systems must be developed to ensure the Board has access to accurate, timely and widely-shared information. These systems, designed to support decision-making in the 1990s, will include,-
   - Employee Information and Payroll Systems
   - Financial Information Systems
   - Student Information Systems

2. **TEAM BUILDING:** In order to maximize performance at all levels of the organization, we must develop effective teamwork in schools, areas, departments, and with trustees. This project will develop methods and practices for building and maintaining teams throughout the system.

3. **ORGANIZATIONAL STRUCTURE AND ROLES:** This item involves a clarification of roles resulting from our changing organizational structure. It also addresses the co-ordination of area and school plans as well as central department thrusts.

4. **PERFORMANCE MANAGEMENT:** This organization is in need of improved methods for reviewing performance at all levels. In order to accomplish this, it is proposed that a process will be negotiated which provides details to be used by staff throughout the organization.

5. **SECONDARY SCHOOL STUDY:** The development of short and long range priorities in secondary education designed to address changes in the Ministries' priorities, society's needs and employer's expectations for the 1990s.

6. **COMPONENT STAFFING:** The attempt is to develop a component staffing model which reflects the educational needs of students and allows for the provision of appropriate programs to meet the needs of the '90s relative to secondary school education.

7. **PAY EQUITY:** Reflecting the principle of equal pay for work of equal value, pay equity is introducing new values into our system. It represents the Board's commitment to achieve a fairer and more equitable workplace for all of our employees.

8. **PRIMARY LITERACY:** We have identified smaller class size, the Writing-to-Read program, the curricular document Growing into Language and the potential for all day SK in designated communities, as four strategies to assist in developing a strong literacy component to our primary division curriculum.

9. **SPECIAL EDUCATION AND SERVICES:** In order to provide the most enabling environment to meet the special needs of students, an ongoing review of programs and services is required, e.g. Gifted, Trainable Retarded, Learning Resource Teacher role, Social Worker role, Behaviour Management, etc.

10. **FRENCH IMMERSION:** A system committee struck in October, 1989 is examining this program and its delivery. This committee will bring recommendations for system policy and future direction to Development Committee during the remainder of 1990.

A G E N D A

DEVELOPMENT COMMITTEE

1990 06 07

Confirmation of the minutes of the last regular meeting of 1990 05 03.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. System Priorities with Respect to Strategic Planning (continued from May, 1990 Development) **(Please bring your package from last meeting.)**

NEW BUSINESS:

1. Canada-U.S.S.R. Project (Buchanan Park School)
2. English as a Second Language Program Review **(See Separate Package)**
3. November 10th 1990 Conference of the Ecumenical Study Commission
4. OPSBA Update

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Update - The Woodward Way (from April, 1989 Development)
2. Report re Strategic Planning for French Immersion in Hamilton (from January, 1990 Development)

NEW BUSINESS:

1. Special Assignment Teachers, 1989-90 **Pages 1 to 5**

   .Area 2
   .Area 3

Education Centre,
100 Main Street West,
Hamilton, Ontario
1990 06 07

To the Chairman and Members,
Development Committee,
Hamilton Board of Education

Ladies and Gentlemen:

Re: Presentation Areas 2 and 3
Special Assignment Teachers

It is our intent to share with the Development Committee, the way that Area 2 and Area 3 have utilized the resource provided to them in the form of our Special Assignment Teachers.

Our report is presented for your information and the intent is to demonstrate our appreciation on behalf of our schools for this valuable resource.

Recommendation:

That this Report be received for information.

Prepared and Presented by: Margaret Roberts, Special Assignment Teacher, Area 2
Kathie Hibbins, Special Assignment Teacher Area 3

Submitted by: N. Nicholls, Superintendent of Schools, Area 2
R. Binns, Superintendent of Schools, Area 3

Approved by: K. A. Rielly, Director of Education and Secretary

SPECIAL ASSIGNMENTS
AREA TWO and AREA THREE
1989 - 1990

KATHIE HIBBINS - AREA 3
MARGARET ROBERTS - AREA 2
JUNE 7, 1990

LEARNING STRATEGIES FOR A CHANGING WORLD

Active learning is a teaching/learning strategy, or set of strategies, that encourages students to become active participants rather than passive observers in the act of learning.

In an Active Learning Environment

STUDENTS

- WILL BE ABLE TO MEET THE CHALLENGES OF A CHANGING WORLD
- WILL DISCOVER AND BUILD ON THEIR STRENGTHS AND APPRECIATE THE STRENGTHS OF OTHERS
- WILL BECOME POSITIVE CONTRIBUTING CITIZENS
- WILL BECOME LIFELONG LEARNERS

TEACHERS

- WILL RECOGNIZE STUDENTS AS UNIQUE INDIVIDUALS
- WILL ENDEAVOUR TO BUILD SELF-ESTEEM
- WILL USE A VARIETY OF TEACHING STRATEGIES
- WILL ACT AS ROLE MODELS AND FACILITATORS FOR LEARNING

SPECIAL ASSIGNMENT - AREA 2

RATIONALE FOR THE ASSIGNMENT

- NEEDS OF AREA 2
- CHANGE FROM TEACHER CENTRED TO STUDENT CENTRED CLASSROOMS - "ACTIVE LEARNING"

GOALS

- TO FACILITATE AN IN-SCHOOL PROFESSIONAL GROWTH PLANNING AND SUPPORT TEAM
- TO PROVIDE RESOURCES, COACHING AND MODELLING FOR ACTIVE LEARNING TEACHING STRATEGIES
- TO SUPPORT PRINCIPALS IN THEIR TEAM BUILDING
- TO WORK WITH SUBJECT CO-ORDINATORS, SCHOOL ADMINISTRATORS, STAFF DEVELOPMENT AND THE AREA RESOURCE TEAM TO ASSIST SCHOOLS WITH PLANNING ACTIVE LEARNING
- TO CELEBRATE SUCCESS IN AREA 2 CLASSROOMS
- TO PROVIDE AN OPPORTUNITY FOR ADMINISTRATION AND STAFF TO EVALUATE OBJECTIVES BY JUNE 1990

IMPLEMENTATION

- BRIARWOOD - SUPPORT DURING CHANGE; STAFF, DEPARTMENT AND INDIVIDUAL VISITS TO DELTA AND PARKVIEW; INSERVICE ON ACTIVE LEARNING
- DELTA - WORKED WITH TRANSITION TEAM, EVALUATION COMMITTEE, DEPARTMENTS AND INDIVIDUALS; INSERVICE ON ACTIVE LEARNING; DEPARTMENT AND INDIVIDUAL VISITS TO BRIARWOOD
- PARKVIEW - MET WITH PLANNING TEAM; WORKED WITH INDIVIDUALS; PROVIDED RESOURCE MATERIALS
- SCOTT PARK - WORKED WITH PROFESSIONAL GROWTH PLANNING TEAM; FUTURE DIRECTIONS COMMITTEE - INSERVICE SESSIONS ON ACTIVE LEARNING

REVIEW OF OUTCOMES

- IDENTIFICATION OF CHANGES IN TEACHER BEHAVIOUR
- EVALUATION OF THE NEEDS IDENTIFIED BY THE SCHOOLS DURING THE ASSIGNMENT
- QUALITY OF DELIVERY OF SERVICE TO SCHOOLS

PERSONAL AND PROFESSIONAL GROWTH

- BENEFITS OF SPECIAL ASSIGNMENTS FOR THE INDIVIDUAL, THE AREA AND THE SYSTEM

Margaret Roberts

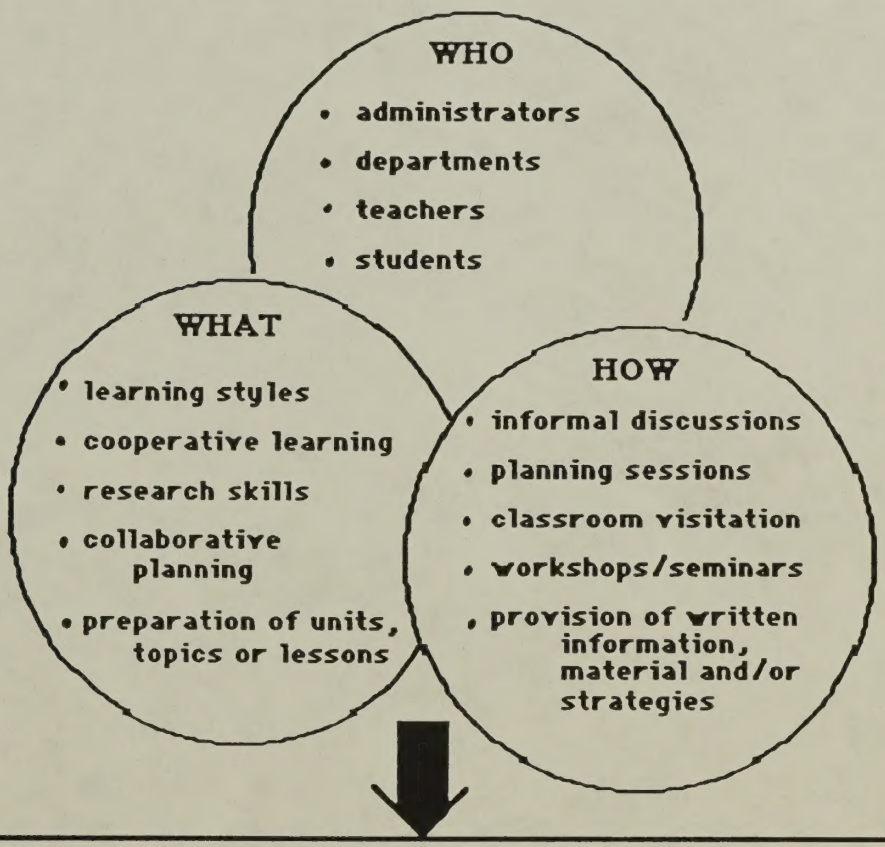
SPECIAL ASSIGNMENT - AREA 3

Kathie Hibbins

TASKS

To work with the staffs of Glendale and Sir Winston Churchill Secondary Schools to implement strategies for modifying programs to address both the variety in students' learning styles and the special needs of students.

To work with the staff to introduce activity-based and cooperative learning strategies in subjects or programs as a means of effective implementation of curriculum.



OUTCOMES

Positive attitudes towards student-centred, active learning.

Awareness of the meaning, implications and reasons for incorporating active learning strategies.

Recognition that a student-centred learning environment is desireable.

Beginning changes in classroom structure and environment as active learning is implemented.

FUTURE PLANS

Staff evaluation and identification of future needs.

Glendale: already established committee structure to address identified needs
committed teachers as encouragers and support to staff

Churchill: one discretionary line assigned for staff development
committed teachers as encouragers and support to staff

missing pp 1-7

A G E N D A

DEVELOPMENT COMMITTEE

1990 07 12

Confirmation of the minutes of the last regular meeting of 1990 06 07.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Recommendations Arising from the 1990 06 07 Meeting — Page A1

*1. English as a Second Language Program Review

*2. Strategic Planning for the System

3. Role of Area Supervisor — Pages 1 to 3

NEW BUSINESS:

1. Report re Freedom of Information Act — Pages 4 to 7

2. OPSBA Update

ELEMENTARY/SECONDARY

*1. Report re Strategic Planning for French Immersion in Hamilton

*2. Special Assignment Teachers, 1989-90 (Areas 2 and 3)

*Presented at the June 1990 meeting but due to lack of quorum, no action could be taken.

**It would be of assistance if the members would bring their June Agenda package to this meeting.

Education Centre
Hamilton, Ontario
1990 07 12

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

The following recommendations were presented and discussed at the June, 1990 meeting but, due to lack of quorum, no action could be taken. These items are being presented now for your consideration.

GENERAL

1. English as a Second Language Program Review
Administration recommends that:

The Report of the English as a Second Language/English Skills Development be accepted for information only, and
That this report be forwarded to Senior Management for purpose of multi-year strategic planning.

2. Strategic Planning for the System

That the summary of the discussion at the May, 1990 Development Committee meeting be accepted for information and included for further discussions with respect to the development of the major priorities for the coming year.

ELEMENTARY/SECONDARY

1. Report re Strategic Planning for French Immersion in Hamilton

That the verbal update relative to Strategic Planning for French Immersion in Hamilton be received for information.

2. Special Assignment Teachers, 1989-90 (Areas 2 and 3)

That the presentation by Special Assignment Teachers, Areas 2 and 3, be received for information.

K. A. Rielly
Director of Education
and Secretary

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1990 07 12

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Strategic Planning

BACKGROUND:

In the report made to the Development Committee members on 1990 06 07, the priorities identified by trustees at the 1990 05 03 workshop were identified as follows:

Financial Accountability (budget process, Provincial incentives, tax revolt)

Environment (recycling, curriculum thrusts, policies and procedures)

Organizational Structure and Roles (review of reorganization, effective use of staff, component staffing, classroom issues)

Social Issues (child care, race relations, gangs, literacy, ESL)

Subsequent to that meeting, Senior Management has met as part of the year-end planning sessions and have incorporated trustee, system and officials' priorities to develop the list of priorities to be addressed in the coming year:

1. Integrated Information System
2. Management of Resources (financial, human and physical)
3. Environmental Issues
4. Performance Management
5. Race Relations
6. French Immersion
7. Organizational Structure and Roles
8. Special Education and Services
9. Secondary School Study and Component Staffing

RECOMMENDATION:

That the list of priorities outlined above be accepted by the trustees to be incorporated into the Board's strategic plans.

Prepared by: Senior Management
Approved by: Keith A. Rielly
Director of Education and Secretary

AGENDA

(Board of Ed.) **DEVELOPMENT COMMITTEE**

1990 10 04

Confirmation of the minutes of the last regular meeting of 1990 09 13.

missing pp 1, 2, 3, 4

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report of Environmental Concerns Working Group — **Pages 1 to 2, Pages 2A to 2B**

NEW BUSINESS:

1. Program Department Review — **Pages 3 to 4**
2. OPSBA Update

1990 10 04

The Board of Education for the City of Hamilton

ENVIRONMENTAL POLICY COMMITTEE

A. L. Stockwell	Associate Director of Education
G. Rappolt	Assistant Superintendent of Curriculum
J. Deans	Trustee
J. Henry	Curriculum Department (Science)
G. Hardman	Purchasing Agent
G. Korz	Trustee
B. Urie	Human Resources Department (Safety)
G. Birchall	Curriculum Department (Geography)
J. Bishop	Trustee

The committee would like to especially recognize the following sources:

Ottawa Board of Education – Environmental Policy

Hamilton Region Conservation Authority
– Environmental Literacy

Outdoor/Environmental Education Review
– Mission Statement

The following have been referred to the Environmental Concerns Working Group:

That the Board of Education for the City of Hamilton ensure that is own practices and programs are compatible with and promote a healthy, pollution-free and sustainable environment, and

That a report be brought back to this Board which will indicate the extent to which its programs promote such an environment and recommend timelines and actions necessary to achieve this goal.

(Notice of Motion by Trustee Bishop at January, 1990 Board; referred to Development Committee at February, 1990 Board)

That the Chairman of the Development Committee, in consultation with the Chairman of the Board, set up a Working Group of three trustees, with appropriate support staff, to determine the mandate (focus) for the study re Environmental Concerns and that this Group report back to the Development Committee in May 1990.

(Approved at March, 1990 Development Committee)

That the Board solicit suggestions for environmental initiatives used in individual schools and compile these into a resource guide that can be expanded on an ad hoc basis;

That each facility within the jurisdiction of the Hamilton Board implement by the fall of 1990 with any assistance the administration can provide, a scheme for the basic recycling of cans, glass and newspaper;

That the Board formulate for implementation a plan for the recycling of paper products within board buildings. This plan should also include recommendations on other recycling possibilities and environmental initiatives which will be given consideration at the earliest possible date;

(Portion of a Notice of Motion by Trustee Korz at January, 1990 Board that was referred to the Environmental Working Group at March, 1990 Board.)

A G E N D A

DEVELOPMENT COMMITTEE

1990 11 01

Confirmation of the minutes of the last regular meeting of 1990 10 04.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Status Report - Bill 49 (Freedom of Information) **Pages 1 and 2**

NEW BUSINESS:

1. Update - Hamilton Board of Education Environmental Policy

2. Provincial Music Conference, Hamilton - November 15-17, 1990

3. Tri-Board Grade 7, 8 and 9 "Substance Abuse Curricula" **Pages 3 to 5**

4. OPSBA Update

Education Centre
100 Main Street West
Hamilton, ON
1990 11 01

To the Chairman and Members
Development Committee
The Board of Education for the City of Hamilton
Hamilton, ON

Ladies and Gentlemen:

Municipal Freedom of Information and Protection of Privacy Act (Bill 49)

Background

At the July meeting of the Development Committee, an initial package relating to Bill 49 was presented which explained the background and purpose of the Act. This act goes into effect January 1, 1991 and deals with the public's right of access to information held by institutions as well as the institution's responsibility to protect personal information.

Scope

It is evident from surveys and meetings that the impact of Bill 49 could potentially affect all operational areas of the Board. The privacy provisions of the legislation relating to personal information will also have an impact on many areas within the organization.

The sheer volume of information for over 4,000 employees and approximately 39,000 students must be considered when developing access procedures. The distribution of these and other records throughout the system, as well as the timeline of 30 calendar days to meet access requests are also factors in the development of policies to meet Bill 49.

Implications for the Board

Bill 49 is new legislation for school boards and hence, there is no experience among local boards on which to base an estimate of the number of requests that will be generated. The experience at the Provincial Government level relating to the implementation of Freedom of Information legislation has shown that a large number of requests for access were received within the first few months. There was a slight dropoff after this period, after which the numbers have shown a steady increase over the past three years, and this trend is expected to continue. Among the requests to the Provincial Government, there has been an interest shown by the media in evaluating and publishing the procedures used by the various ministries to meet the public requests for access to information.

It is anticipated that requests will come with respect to programs or concerns which have staff or public implications. Examples of potential areas of interest are: Pay Equity; Asbestos; the Board reorganization; budgets; and student files. Additionally, departments such as Human Resources and Office of the Secretary are currently reviewing privacy provisions and developing practices in areas such as board reporting, interview files and personal information collection.

A set of definitive plans regarding access requests will need to be structured to recognize decision-making involvement at all levels of the Board. A complete outline of administrative requirements will be submitted as part of the budget package for 1991.

In conjunction with the Central Archives Study, which was initiated in 1990 with approved funding by the Board, the FOI Working Committee and an outside consulting firm have conducted interviews throughout the system. Recommendations from this study for a records management program will be made to the Board in the near future.

Progress to Date

Although Bill 49 is a major undertaking, a number of measures are well underway. An implementation plan is currently addressing the following five areas specified in Bill 49:

1. Delegation of Authority and Responsibilities
2. Policies and Procedures
3. Training and Awareness
4. Records Management
5. Privacy Provisions

A number of internal working committees have been formed to cover some of the specific areas of responsibility to implement the legislation by January 1, 1991. These committees, comprising members representing the six superintendencies and school areas, are:

- Steering Committee, which acts as a clearing and vetting forum for all proposals related to Bill 49;
- FOI Working Committee, which prepares all plans, policies, procedures for implementation;
- Secretarial Resources Subcommittee, which initiated a forms inventory, are currently revising the retention policy and schedule, and have identified some areas of concern relating to personal information practices;
- OSR Committee, which is reviewing access, use and retention procedures relative to student information for parents, students and staff ;
- Human Resources Subcommittee, who are developing procedures and guidelines for protection and access to personal information under their custody and control.

Further initiatives include a draft access procedure, classifications of general and personal information banks, information updates through a newsletter to all staff, inservices, and the development of a retention policy, which will provide guidelines for the storage and disposition of inactive records.

Future Actions

Senior Management will be presenting a policy document regarding FOI at the December Development Committee meeting. This presentation will include the policies related to access and protection of personal information (staff, student and other individuals), the records inventory and related retention and disposal schedules.

Conclusion

Bill 49 will impact on many operational aspects of the system. The implementation plan and system-wide involvement in developing the required policies and procedures will facilitate the Board's preparedness for the new legislation. With the continuing support of the trustees and staff it is anticipated that the Board will be ready for the January 1, 1991 implementation date.

Recommendation

That this report be received for information.

Prepared by: F.O.I. Working Committee

Submitted by: R. Kawai, Superintendent, I.M.S.

Approved by: K. Rielly, Director of Education and Secretary

You are cordially invited to the presentation of the

Tri-Board Grade 7, 8 and 9 "SUBSTANCE ABUSE CURRICULA"

to the three Hamilton area Boards of Education

by the Hamilton-Wentworth Drug and Alcohol Awareness Committee

DATE: Thursday, November 15, 1990

TIME: 10:00 a.m.

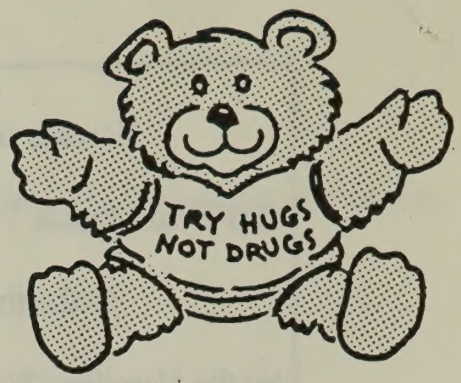
LOCATION: Canadian Football Hall of Fame

Contributing Agencies:

- Addiction Research Foundation of Ontario
- Board of Education for the City of Hamilton
- Cable 14
- Hamilton-Wentworth Drug and Alcohol Awareness Committee
- Hamilton-Wentworth Roman Catholic Separate School Board
- Stoney Creek Optimists
- The Wentworth County Board of Education

DRUG AND ALCOHOL AWARENESS COMMITTEE

Raising Community Awareness
and Sponsoring Drug & Alcohol Awareness Week



PRESS RELEASE

OCTOBER 22, 1990

The week of November 19-24 is Drug and Alcohol Awareness Week in the Hamilton-Wentworth Region. As one of the kick-off events we would like to inform the citizens of the region of the cooperative development of a **Substance Use, Misuse and Abuse** Curriculum for all grade 6, 7 and 8 students in the region.

The curricula are designed to help students acquire positive health behaviours. In order to accomplish this the program is designed to help students develop the personal values and positive attitudes necessary for wise and responsible decision-making.

The program is now complete in DRAFT form and will be used in this form this year in the schools. The program was developed cooperatively by the three local boards of education (The Board of Education for the City of Hamilton, The Hamilton-Wentworh Roman Catholic Separate School Board and The Wentworth County Board of Education), the Drug and Alcohol Awareness Committee for Hamilton-Wentworth, the Addiction Research Foundation and the Stoney Creek Optimists. It is hoped that this cooperative type venture is the first of many community-wide endeavours in the critical area of substance abuse education.

The program will be available for your perusal at the following time. Writers of the program will be present to answer any questions you might have and the program will be presented to representatives of the three Boards of Education.

We would appreciate your attendance at this press event.

Date: Thursday November 15, 1990

Time: 10:00 A.M. - 11:00 A.M.

Place: Football Hall of Fame-58 Jackson Street West
Hamilton, Ontario

D.A.A.C., P.O. Box 332, Postal Station A
Hamilton, Ontario L8N 3C8

A Non-Profit Organization of Volunteers Promoting Drug and Alcohol Awareness
REGISTERED CHARITABLE STATUS #0795377 - 52

PRESS CONFERENCE -- "SUBSTANCE ABUSE CURRICULA"

THURSDAY, NOVEMBER 15, 1990 -- 10:00 a.m.

-- DRAFT PROGRAM --

Master of Ceremonies -- Bob Chapman

Introductions: (10 minutes)

- D.A.A.C. Co-Chairmen - Pat Malcolmson;
  - Sandra Forbes
- A.R.F. Representative - Abe Friesen
- Stoney Creek Optimists - Jim Wilkins
- Representative from the Police Department - Joe Shea (?)
- Directors of Education (or Representatives) - A. A. Greenleaf
  - J. Ponikvar
  - K. A. Rielly
- Curricula Writers - Pam Annable;
  - Darlene Baker;
  - Helen Downey;
  - Rick Johnson;
  - Jim Mackrory;
  - Flora Nordoff;
  - Steve Procyshyn;
  - Cathy Rickert

Presentations: (10 minutes)

- Abe Friesen - "Importance of education in the risk continuum"
- Jim Wilkins - "Why the Optimists became involved"
- Joe Shea (?) - "Role of education in Substance Abuse Programs"
- Pat M. and Sandra F. - "Importance of the project and then lead into presentation to the Directors or their representatives"

Question and Answer Period

Personal Interview Time

[board of ed.]

A G E N D A

DEVELOPMENT COMMITTEE

1990 12 06

Confirmation of the minutes of the last regular meeting of 1990 11 01.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

NEW BUSINESS:

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Education Centre
100 Main Street West
Hamilton, Ontario L8N 3L1

December 6, 1990

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

The Secondary School Study Report

This status report is to acquaint the Development Committee with the work of the Secondary School Study Committee and outline what remains to be done before a final report is completed.

Rationale for the Study

The study of secondary education was undertaken to:

- determine ways to ease the transition from elementary school to secondary school;
- study the impact of OS:IS (Ontario Schools: Intermediate and Senior) on school program and organization from Grades 7 to O.A.C.;
- determine the secondary school education required to prepare students to live and work successfully in the twenty-first century;
- address Ministry of Education initiatives; and
- address public concerns about secondary school education.

Working Paper Format

It was determined that the study would have a strong curricular emphasis presented through five major themes: *Futures*, *Program Initiatives*, *Staff Growth and Development*, *Effective Program Delivery* and *Accountability*.

The Process

A broadly-based steering committee was formed with representation from parents, students, teachers, school administrators, O.S.S.T.F., trustees and Board officials. The steering committee received reports from subcommittees which had representation from the community, system at large and from the steering committee. A writing team, made up of members of the steering committee, condensed the data into a working paper consisting of recommendations and supporting rationale.

The Working Paper

The working paper, which is now complete in draft form, is to be widely circulated throughout the system for reaction. From the feedback, a report will be written for consideration by the Board. The feedback will also be shared with the Program Review Committee as further validation of its findings.

Integration with Other Directions

The final report will be developed in conjunction with the following thrusts which will impact on secondary education:

- Transition Years Document (Ministry of Education)
- Technical Studies Report (Ministry of Education)
- Component Staffing Report (Hamilton Board of Education)
- Program Review (Hamilton Board of Education)

The Report

It is anticipated that the final report will be presented to the Development Committee in June, 1991.

Recommendation

THAT THIS REPORT BE RECEIVED FOR INFORMATION

Prepared and Submitted by: A. L. Stockwell, Associate Director of Education

Approved by: K. A. Rielly, Director of Education and Secretary

Secondary School Study Action Plan

- Circulate Draft Working Paper to System for Reaction.....November, 1990
- Status Report to Development Committee.....December, 1990
- Review Working Paper with Senior Management
  - seek reaction and direction .....January, 1991
- Assess System Reactions to Working Paper.....February, 1991
- Assess With Directions from Component Staffing Report.....February, 1991
- Share Findings with Program Review .....February, 1991
- Ensure Consistency with Ministry Policy Papers
  - Transition Years and Technical Studies.....March, 1991
- Rewrite, Developing a Report from the Working Paper,
  Feedback and Ministry and Board Reports.....March, 1991
- Hold Workshop for Trustees .....April, 1991
- Report Reviewed by Steering Committee and
  Senior Management .....April, 1991
- Revise Report .....May, 1991
- Present Report to Development Committee .....June, 1991

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1990 12 06

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Child Care

In November, 1988 the Hamilton Board of Education approved a series of recommendations for a policy in principle for Child Care (see Appendix A). Prior to that, The Umbrella Family and Child Centres of Hamilton had been set up to operate the Hill Park Lambs Centre. This centre was established in 1987 to provide a curriculum link-up with the parenting course in the Family Studies Program. When the policy in principle was approved, the decision was made to continue to use this incorporated board structure as a central umbrella board for future centres.

Also, in May, 1987, the Provincial Government announced that all new schools funded by the Ministry of Education would include a child care facility. The centres at Lincoln Alexander and Sir Wilfrid Laurier elementary schools were constructed with these grants. The block 72 and 87 schools are also funded to have centres under this program. Since 1987, there has been no statement from the provincial government about the future direction that is intended.

During 1989-90, the Canadian School Trustees' Association conducted a child care survey, identifying the status of child care services across the country. They presented five models of child care delivery and related them to the characteristics of the area served, the level of service and the future plans of the board (Appendix B). It is apparent from reading the material in the trustees' survey that there is great diversity of opinion on this issue. This diversity is no doubt one of the reasons why direction from the Federal and Provincial Governments has been very slow in coming.

Policy development for the Hamilton Board is proceeding, but there are still a number of unresolved issues. It is our hope that in the near future, the provincial government will provide further clarification of the relationship between the Ministry of Community and Social Services and the Ministry of Education so that our policy development will be consistent with future directions.

RECOMMENDATIONS:

- **That the report be received for information.**
- **That the Draft Child Care Policy for the Hamilton Board of Education be presented to Development Committee for information and response in February of 1991.**

Prepared and Submitted by: Gail Rappolt, Assistant Superintendent of Curriculum

Approved by: Keith A. Rielly, Director of Education and Secretary

APPENDIX A

GENERAL

1. That the following recommendations re a proposed Child Care Policy be approved:

(a) That the Board of Education accept the proposed policy. in principle. as a framework for the development of specific guidelines.

(b) That a child care advisor/administrator have early childhood qualifications as defined by the Day Nurseries Act.

(c) That the child care advisor/administrator be hired to begin no later than January 1. 1989.

(d) That the child care advisor/administrator report to the Family Studies Co-ordinator in the Curriculum and Special and Educational Services Department.

(e) That the Board of Education utilize the existing incorporated board structure that operates Hill Park Lambs Children's Centre.

2. That the members extend to Miss Margaret Cunningham their appreciation for the efficient and courteous manner in which the meetings of this Committee were conducted during the past year.

Respectfully submitted.

MARGARET CUNNINGHAM.
Chairman.

Board Room.
1988 11 03.

PROPOSED POLICY

That the Board of Education for the City of Hamilton:

- endorse the value of child care programs in schools
- endorse the need for the co-ordination of its involvement in child care
- endorse the philosophy that the keys to quality child care are: the consideration of the needs of children, the provision of services to encourage appropriate child development, and adequate funding
- endorse co-operation with the agents of other provincial government ministries and municipal authorities in provision of child care
- endorse a commitment to be involved in the establishment of new facilities and to review those which currently exist in association with the Board of Education
- endorse a commitment that a priority use of available space be for child care programs

ROLE DESCRIPTION

Child Care Advisor/Administrator

- act as a resource person and consultant to the parent/community child care groups
- assist communities and schools in needs assessments, waiting lists and procedures to establish child care programs
- liaise with the government and community agency representatives on child care policies and regulations and grant applications
- work intensively with program supervisors and advisory committees (or boards) for the start up period and first year of operation
- liaise with child care operators of facilities in HBE schools
- supervise budgeting and grant management of the centres and their advisory committees
- be an ex officio member of each child care parent/community advisory committee or board of directors
- assist in hiring of program supervisors for centres
- work with principals and community groups developing and evaluating child care programs
- provide professional development for program supervisors
- continue to focus on program as well as operational aspects of centre

PROPOSED DUTIES OF THE UMBRELLA CORPORATION

- be the legal operator of centres
- apply for grants to the Ministry of Community and Social Services
- apply for licences
- be the legal employer of staff
- approve personnel policies
- approve job descriptions
- assign signing officers
- apply for purchase of service agreements with the Regional Social Services Department
- have final approval of budgets
- receive monthly financial statements to have a financial awareness of the program and approve fees submitted by the Advisory Committee
- approve program philosophy, policy and procedures
- assume the ultimate responsibility for the program in instances of moves, expansion and other organizational needs

PROPOSED DUTIES OF THE PARENT/COMMUNITY ADVISORY COMMITTEE FOR EACH CENTRE

- draft job descriptions
- draft program philosophy, policy and procedures
- draft personnel duties
- help establish a budget and provide signing officers
- approve monthly financial statements for submission to Umbrella Corporation
- actively participate in staff selection
- make decisions about the program of its centre based on the policy and procedures drafted and approved

HOW TO UTILIZE THE EXISTING INCORPORATED BOARD — THE UMBRELLA FAMILY AND CHILD CENTRES OF HAMILTON

Quoting the Objects of Incorporation:

"The Corporation is to operate Child Care Centres to be licensed under the Day Nurseries ACT."

Currently this Umbrella Board administers only the Hill Park Lambs Childrens' Centre. Following the recommended transition of the Umbrella Board to one that would operate several centres, the administration of the Lambs Centre would be done by an Advisory Board consisting of local school and centre personnel plus parents and the child care advisor/administrator, and also the Ministry of Community and Social Services Program Consultant as an advisor.

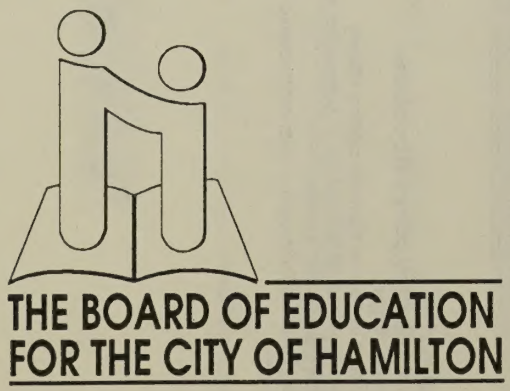
The recommended membership of this "at-arm's-length" board be:

- two elected trustees of the Board of Education for the City of Hamilton
- the Superintendent of Curriculum and Special Services or designated person
- an annual appointee of the Director of Education
- five members drawn from the community who have expertise or responsibilities that link them to the philosophy and policy being implemented.

(The Child Care Advisor/Administrator will be included as a resource person)

SUMMARY OF FIVE 'MODELS' OF CHILD CARE DELIVERY FROM THE C.S.T.A. CHILD CARE SURVEY

Prepared by: J. Powell-Fralick
G. Rappolt



Case Profile - *Model "A" Board* **Key Feature: *"Uninvolved"***

Characteristics of Area Served	- scattered rural population which is relatively homogeneous and stable - many farm families, but a trend to one parent "working off" the farm - one parent may be at home - close-knit community; intergenerational, mutually supportive families - declining population as more young people move to urban areas - pupil population of less than 1,200 - aging teaching staff who do not require child care - 25% have an Indian Band
% of Survey Population	- 20% (58% of Board respondents not currently involved in the provision of childcare)
Prevailing Attitudes of Trustees	"TRADITION DICTATES" - Board has a mandate for instructional hours only - school is not a social agency -- schools are in the education business - childcare is not on the agenda - childcare is "at the bottom of the barrel, if it is there at all" - no concern for teen parents - trustees agree that children need quality early childhood experiences, but that childcare is totally a family responsibility
Level of Service Available	a) in the Community - a "playschool" run by church in town - recreation centre offers brownies, scouts, sports and dance groups - no "before and after school" childcare programs b) by the School Board - a few elementary schools (with empty space due to declining enrolment) - kindergarten program in only 2 schools - one comprehensive secondary school with relatively high drop out rate - teachers share lunchroom supervision with parent volunteers
Board Plans for Next 3 Years	- little change anticipated

Case Profile - *Model "B" Board* **Key Feature: *"Neutral-Anticipatory"***

Characteristics of Area Served	- mixed rural/suburban/urban population - new rural subdivisions drawing young families who commute to a large urban centre - approximate pupil population of 2,800, with rising enrolment - comprehensive secondary school draws pupils from an Indian Band -- annual student turnover rate in this school is 60% - teacher staff has broad age-span
% of Survey Population	- 20%
Prevailing Attitudes of Trustees	**"MANDATE TO EDUCATION OF THE WHOLE CHILD "** - Board is "getting prepared" for childcare - trustees recognize changing expectations of parents and community, and are sensitive to their demands (as the trustees are custodians of tax dollars) - watching other Boards' childcare involvement with interest - recognize there is a need for before and after school care - quality in Board's childcare programs will be a top priority - willing to allocate space for childcare, but not to "dedicate" space - strong parent groups advocating more service Trustees agree: - principals have a primary role in childcare - parents need assurance of safety - latch key children need assistance to manage self care - childcare can compensate for an inadequate home envi - ronment
Level of Service Available	a) in Community - recreation departments offer many programs after school hours under cost-recovery agreement with municipality b) in School Boards - numerous leasing arrangements with childcare centres - lunchroom supervision recently removed from teachers' duties and is done by "para-professionals" - one formal childcare centre, one parent co-op in a church (neither serves infants or toddlers) - half-day kindergarten in schools - agreement with a local childcare centre to share cost of program for two special needs children - numerous other leasing arrangements - no real infrastructures, policies or funds to guide in decisions re: childcare
Board Plans for Next 3 Years	- open three JK's in 1990 - one SK expanding to full day 1990 - plans for establishment of childcare linked to "Family Studies" Class

Case Profile - *Model "C" Board* **Key Feature: *"Tentative Involvement"***

Characteristics of Area Served	- small urban centre in school district - recent increase in new immigrants change the usually stable population - employment rates fairly even with 2 key industries - more working mothers -- many on a part-time basis - pupil population approximately 3,000 - no new housing developments -- some limited residential construction - most parents use friends or family for childcare needs - strong Block Parent Program -- some after school activites in community centres and library
% of Survey Population	- 33%
Prevailing Attitudes of Trustees	"UNDERSTANDING OF SOCIETAL CHANGE" - anxious about extra workload and accountability role placed on principal of school with a childcare centre - open attitude to childcare - concern about "hidden costs" to Board as result of childcare centres - concern about monitoring the quality of a childcare program with an outside operator because the parents and others in the community will still see it as part of the school - concern about the added problem of summer operation and the supervision and maintenance of the school building and grounds when the childcare program is still operating - concern about parent involvement in childcare centre devlopment and operation being consistent with Board policies - primary responsibility for childcare is in the social service area
Level of Service Available	a) in Community - both private and community based childcare programs - strong Block Parent program - some after school activities at libraries and recreation centres b) by the School Board - provide in-kind support such as custodial and maintenance services to childcare without charge-back - kindergartens in all school (some children bussed) - has policies for principal's responsiblities, liability and rental arrangements
Board Plans for Next 3 Years	- small community-based centre in an elementary school in a low-income area which may expand to include a drop-in centre, and establish Family Studies link-up - parents have requested that the Board consider opening a childcare cente in an empty elementary classroom as well as providing "before and after" care; however, Board is unsure how to proceed due to lack of guidelines or policies

Case Profile - *Model "D" Board*

Key Feature: *"Involvement Momentum - Horizontal Expansion"*

Characteristics of Area Served	- mid-sized urban Board with new residential development - increasing population of younger professional families - core of retired adults in older residential district - recent increase in visible minority groups in area - mix of manufacturing and business operations - variety of formal childcare available in community
% of Survey Population	- 12% (represents 56% of Boards responding who had childcare prior to 1984)
Prevailing Attitudes of Trustees	**"WE BELIEVE THE FUTURE IS THROUGH EDUCATION"** - trustees are comitted to childcare - Board supports childcare in various ways: has policies and regualtions in place governing childcare centre operation; policies have been reviewed by legal counsel; conducts a pilot project as part of childcare set-up; contributes some furniture and equipment; assumes reponsibility for some costs; invoices centres for some costs; obtains funding for establishment of new centres; makes available professional consultants for children in their childcare centres; assists childcare centres in bulk purchasing, etc.; and provides access to resources for professional development of staff in childcare centres - concerns for quality of childcare - concerns about inequity of wages, qualifications and equipment between school and child care staff causing hard feelings - concern about teachers' bias against "those day care kids" - concern about "hidden costs" of childcare and potential for future drain on other vital programs
Level of Service Available	a) in Community - variety of childcare programs, including telelphone "hot-lines", parent-childcare drop in centres, toy leading libraries, day camps b) In School Board - vareity of types of schools offering programs from kindergarten to grade 13 - licensed group childcare available for every "family" of schools - Y.M.C.A. offers before and after programs in some schools - Board offers drop-in centres for caregivers and/or recent immigrant fami lies - childcare co-ordiantor is a Board employee working to link programs and groups using school space - contribute resources to childcare - equipment, snacks, etc - policies and regulations governing childcare are in lace - some full-day kindergartens - professional consultations made available
Board Plans for Next 3 years	- many new partnerships are forming -- childcare with French Immersion classes or kindergarten classes, family groupings of kindergarten and primary, full-day kindergarten, etc. - conduct pilot project as part of childcare start-up - licensing and costs are barriers to further growth

Case Profile - *Model "E" Board*

Key Feature: ***"Consolidation - Vertical Expansion"***

Characteristics of Area Served	- major urban centre with diversified economy and pluralistic population - entire range of childcare programs available in community
% of Survey Population	- 15%
Prevailing Attitudes of Trustees	**"RESOLVING THE ISSUES OF QUALITY CHILDCARE AND PROGRAM DELIVERY"** - acceptance of enhanced social responsibility role - through collabortion with other agencies, the Board can be a "primary player" in the provision of quality childcare - more concerned with issues surrounding delivery modes and program quality than those surrounding Board's involvement in childcare - Board supports its school-based childcare programs by: permitting the childcare programs to order supplies through its main bulk purchasing system; assuming the costs of services including security, custodial and maintenacne, secretarial assistance and financial accounting; creating an administrative unit for childcare which is integrated with its curriculum-focused early childhook department; making program consultants available to assist, on request, with childcare programming and curriculu m develop ment; including childcare staff in professional development day activities; assisting with start-up through a combination grant/loan for equipment purchasing; granting childcare staff access to employee benefit packages; and incorporating the childcare programs in its liability insurance coverage
Level of Service Available	- many elementary school, each with half-day Junior Kindergarten and full-day Senior Kindergarten - each school has a childcare program, or is planning one, which is licensed for 6 - 12 year olds - childcare co-ordinator has a recognized degree of authority within the departmental structure - there are also parent drop-in centres, toy libraries, childcare spaces for Board employees, summer programs options for special needs children, and a variety of continuing education and English as a Second Language options - possible expansion of childcare centres to meet demand for evening, weekend and/or sick child care - co-ordination of childcare and other program being offered in school at the same time (i.e. child can "check-in" at daycare, then go off to Ballet class) - co-ordination exists to enable sharing of space and staff - Board has sponsored a private home daycare agency - Board has sponsored curriculum link-up to Family Studies and Co-op Education - Board has sponsored workplace childcare - extensive use of school facilities in evenings and on week-ends
Board Plan for Next 3 Years	- lobby to have inter-ministerial responsibilities clarified

Education Centre,
100 Main Street West
Hamilton, Ontario
1990 12 06

To the Chairman and Members,
Development Committee,
Hamilton Board of Education

Ladies and Gentlemen:

Re: Program Strategic Planning Process

The purpose of this status report is to indicate the progress to date with the development of the Program Department Strategic Planning Process. The attached flow chart indicates the development of the plan, the various stages involved, the participant groups/committees and the projected time lines.

The assumptions listed in this report form framework on which this strategic planning process has been developed. They have been identified within the context of the Board's Vision and Mission statements, image of the learner, organizational structure, the need for accountability and fiscal responsibility.

The nine questions or issues have been developed to allow all of the participant groups the opportunity to provide as much open-ended input as possible. It is important to note however, that a considerable emphasis has been placed on the need to prioritize the responses. The need to prioritize will continue to be an important part of the decision making process of this system; hence it is critical that it be a shared responsibility.

A fundamental element in this strategic planning process is the premise that the information gathering process must be a system wide activity with as much grassroots' input as possible. To this end, not only will the various stakeholder groups within the system have an opportunity for input but equally importantly the classroom teachers and others associated with the delivery of service at the classroom level will have an opportunity to provide their perspective.

To date, the Explorers, as identified on the chart, have been trained to meet with their various stakeholder groups and the information gathering process has begun. The interest and support of many individuals and groups has been very much in evidence as the plan has developed. A further update can be anticipated at subsequent meetings.

Recommendation:

It is recommended that this report be received for information.

Prepared by: D. R. Skidmore
Superintendent of Program

Approved by: Keith A. Rielly
Director of Education
& Secretary

ASSUMPTIONS

- The reorganization of the board was designed to focus on delivering quality program to students and teachers in classrooms. The Program is a set of experiences supported by an integrated Curriculum and Services Department at the Area and Central Office level

- The system is moving toward a more decentralized form of delivery. This is consistent with global trends.

- Site-based Management is part of the decentralization process. The effective site-based management will require all roles in the system to develop new paradigms. This will take time, training and retraining.

- The program for the Hamilton Board of Education is built on the *Image of the Learner* as a self-directed problem solver. It is understood that all employees and students are "learners" in this context.

- In consultation with area offices, the allocation of resource staff is a central responsibility. Determining how they are used is an area/school responsibility (deployment).

- We will need to look outward and learn from other organizations and school systems.

- We will continue to be held more accountable for all aspects of our work in education.

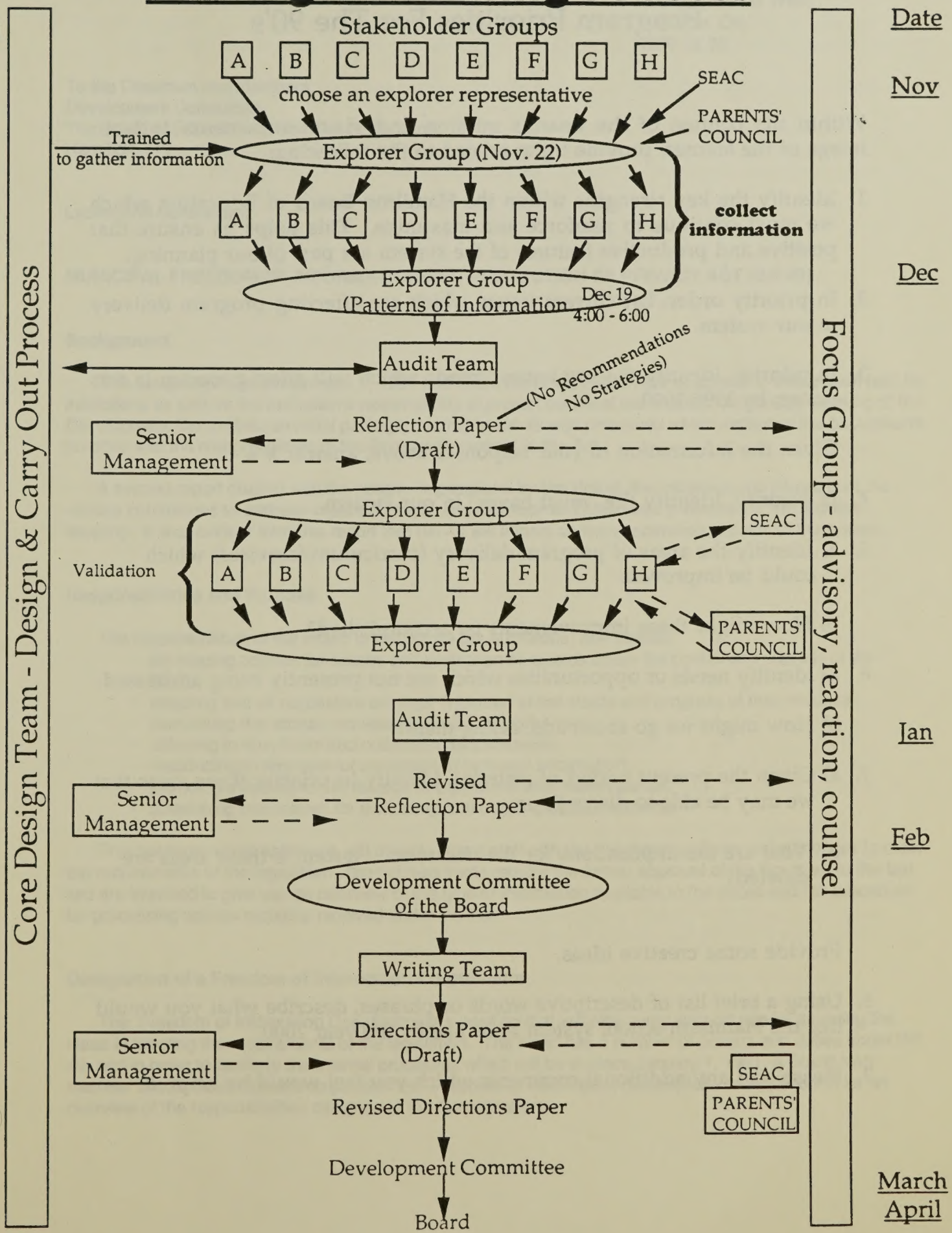
- We will continue to be asked to do more with less both as a system and as a society.

- In order to be more accountable we will need valid and reliable data about performance, service and outcomes at all levels.

- The need for more accountability and fiscal responsibility will require a setting of priorities.

- Program prioritization is essential. We must seriously ask ourselves as a system not only what we need to put into the curriculum, but also what we should discontinue.

PROGRAM DEPARTMENT
Strategic Planning Process



Program Priorities For The 90's

Within the context of the Board's mission and vision statements and our image of the learner, provide input related to the following:

1. Identify the key strengths within the Hamilton Board of Education which we must continue to reinforce and maximize. This helps us ensure that positive and productive features of the system are part of our planning.

2. In priority order, list current issues which are affecting program delivery in our system.

3. In priority, identify the key issues/trends which will affect program in this system by 1995-2000.

   Given the information in your responses above, answer # 4 - 7.

4. In priority, identify the "must haves" in our system.

5. a) Identify the areas of program delivery (curriculum/services) which could be improved.

   b) How might these improvements be accomplished?

6. a) Identify needs or opportunities which are not presently being addressed.

   b) How might we go about addressing them?

7. a) Given the present period of restraint, identify in priority those areas that we may be able to discontinue.

   b) What are the implications for the classroom /system if these areas are deleted?

   Provide some creative ideas.

8. Using a brief list of descriptive words or phrases, describe what you would like the Hamilton school system to be like by the year 2000.

9. Please add any additional comments which you feel would be helpful.

Education Centre
100 Main Street West
Hamilton, ON
1990 12 06

To the Chairman and Members
Development Committee
The Board of Education for the City of Hamilton
Hamilton, ON

Ladies and Gentlemen:

MUNICIPAL FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT (Bill 49)

Background

This act goes into effect January 1, 1991 and deals with the public's right of access to information held by institutions as well as the institution's responsibility to protect personal information. At the July meeting of the Development Committee, an initial package relating to Bill 49 was presented which explained the background, purpose and the responsibilities of the Board with respect to the Act.

A second report dealing with the scope, implications for the Board, the initiatives and progress of the various committees to address implementation, and development plans was presented at the October meeting. It was evident from this report that Bill 49 will impact on many operation aspects of the system.

Responsibilities and Purpose

The responsibilities of the Board under Bill 49 are numerous, and include:

- developing policies for access and protection of records under the control and custody of the Board;
- ensuring that all requestors are kept informed of the status and progress of their requests;
- completing the access requests within 30 calendar days;
- adhering to time limits and notification requirements;
- responding to requests for correction of personal information;
- providing a description of records and personal information banks;
- developing procedures for evaluating and tracking access requests

This package, when approved, will provide Board staff with the necessary policies and guidelines to meet the requirements of the legislation. The first two items require the formal approval of the Board while the last two are intended to give you an overview of the type of information available to the public and the procedure for processing access requests received under the Act.

Designation of a Freedom of Information Co-ordinator

The Freedom of Information Coordinator is a position that will play a key support role by assisting the Head in meeting the requirements of the legislation. The Head has a number of powers and duties under Bill 49, and in order to facilitate the internal processes which will be in place January 1, 1991, a Board staff member should be designated to perform the Freedom of Information duties (Refer to Appendix A for an overview of the responsibilities assigned to the Co-ordinator).

At this time it isn't possible to determine the additional workload that will ensue from the implementation of Bill 49. As an interim meaure we recommend that the duties of FOI Co-ordinator be assigned to the Superintendent of Information Management Services until October 1991. Prior to to this date a review will be conducted to assess the effect of the legislation on the Board.

Policy Statements

Preparation is an essential aspect of implementation, and in order to ensure that The Board of Education for the City of Hamilton will be able to meet the legislated responsibilities of Bill 49, a set of organizational policies have been developed, and are presented for your approval (refer to Appendix B).

The policy package contains information related to:

- Access to General Information of the Board;
- Access to Personal Information Banks of the Board;
- Access to Personal Information of the Ontario Student Record (OSR);
- Records Retention and Disposition.

Directory of Records

The Directory of Records is a descriptive reference tool to assist the public in locating general and personal information banks maintained by the Hamilton Board of Education (see sample in Appendix C). It is intended that this document be distributed to all schools and departments in the Board by January 1, 1991.

The Directory contains the Board's mandate and organizational structure, title and business address of the Head, a listing of each general information bank and a detailed description, including the purpose, use and users of any personal information bank located within each school or department. The Directory will be revised as necessary to reflect new uses of personal information maintained by the Board and the development of any new information banks.

Access Procedures

The procedural aspects of processing a Freedom of Information request can vary from simple to extremely complex. As such, a working knowledge of the Act is essential to ensure that both the requirements of the legislation and the necessity for the protection of certain types of information maintained by the Board are met. A procedural model has been identified that strives to protect the interest of the individual as well as the Board (an overview of this procedure is contained in Appendix D). Comprehensive access procedures will be made available to all schools and departments prior to January 1, 1991.

An important key to the successful implementation of Bill 49 is the appointment of a FOI Location Head and Liaison person for each school and department in the Board (for an overview of the responsibilities of these two positions refer to Appendix A). The Location Head is responsible for appointing a person from their area who will act as the main focal point for receiving the FOI requests. The designated staff person will be responsible for performing all Freedom of Information related procedures necessary to assist the FOI Co-ordinator in completing a formal request for information.

The Location Head and Liaison person will receive specialized training in all facets of the legislation, including exemptions, relevant policies and procedures, and an overview of proposed timelines to meet the FOI requests within the required 30 calendar days.

Recommendations

That the following be approved:

1) That the Superintendent of Information Management Services be delegated the responsibilities (Appendix A) as interim Freedom of Information Co-ordinator (to be reviewed prior to October, 1991);

2) That the policies related to access to Board records be implemented effective January 1, 1991 (see Appendix B).

That the following be received for information:

1) Sample format for the Directory of Records (Appendix C);

2) Summary of access procedures for Freedom of Information requests (Appendix D).

Prepared by: F.O.I. Working Committee

Submitted by: R. Kawai, Superintendent, I.M.S.

Approved by: K. Rielly, Director of Education and Secretary

APPENDIX A

OPERATIONAL RESPONSIBILITIES

1) Freedom of Information Co-ordinator

2) Location Head

3) Freedom of Information Liaison Person

Appendix A

A1 - Freedom of Information Co-ordinator Responsibilities:

The Freedom of Information Co-ordinator's administrative responsibilities include the following:

- developing and implementing policies related to the legislation;
- developing and monitoring procedures for the administration of the legislation, including tracking requests, gathering information, statistical reporting, managing responses to access requests, and ensuring adherence to legislative requirements;
- consulting with line, senior management and legal advisers on interpretation and administration of the legislation;
- liaising with the office of the Responsible Minister, the office of the Commissioner, other institutions and agencies;
- training and orientation of Board staff;
- making decisions on requests under the Act (on the delegated authority of the Chairman);
- ensuring decisions made on requests under the Act are consistent within the Board;
- responding to access requests;
- adhering to time limits and notification requirements;
- collecting fees;
- responding to requests for correction of personal information;
- defending decisions made under the Act at an appeal;
- considering representations from third parties; and
- determining the method of disclosure.

The Freedom of Information Co-ordinator is also responsible for preparing an annual report to the Information and Privacy Commissioner of Ontario on the administration of the Act as it applies to the Board. This annual report includes:

- the number of access requests received;
- the number of requests refused, the provisions of the Act relied upon for refusal and the number of times each provision was invoked;
- for each provision of the Act, the number of appeals commenced;
- the number of times personal information was used or disclosed for a purpose which is not in the Directory of Records;
- the amount of fees collected; and
- any other information indicating an effort by the Board to put into practice the purposes of the Act.

The Freedom of Information Co-ordinator is required to report to the Responsible Minister (the Chairman of Management Board of Cabinet):

- the location where a request for a record should be made;
- a description of the Board, its programs and functions;
- a list of the types of records held by the Board;
- the name, title, business address and telephone number of the Chairman of the Board; and
- the information in and concerning the Board's personal information banks.

A2 - Location Head Responsibilities

The Location Head is responsible for appointing a Freedom of Information Liaison Person from a member of his/her staff; signing-off all recommendations made in response to a Freedom of Information request related to the area; and ensuring that personal information held by the area is accurate and up to date and is collected and is used/disclosed only as authorized.

A3 - Freedom of Information Liaison Person Responsibilities

As instructed by the Location Head, the FOI Liaison Person is responsible for the co-ordination of all Freedom of Information related activities within their location. These include:

- Providing the Freedom of Information Co-ordinator, within the time frame specified on the transmittal form, prepared documents and recommended action to be taken in response to a request for access or correction of personal information;
- preparing a listing, when requested by the FOI and Privacy Office of all General and Personal Information Banks maintained by the location for inclusion in the Directory of Records;
- preparing background data to support the Board's position in the event of an appeal;
- ensuring that when personal information is used/disclosed in a manner not listed in the Directory of Records, the new use/disclosure is recorded and that record is attached to the personal information. The record of use must specify what information was used/disclosed, for what purpose and by whom. The new use/disclosure must be consistent with the purpose for which the information was compiled or obtained. Until the new use/disclosure appears in the description of the particular bank in the Directory of Records, a record of the new use/disclosure must be attached to each individual's record whenever it is used or disclosed;
- immediately notifying the FOI Co-ordinator when there is a regular new use/disclosure of personal information which is consistent with but not listed in the Directory of Records;
- reporting to the FOI Co-ordinator, when requested, the number of times personal information was used/disclosed for a purpose not specified in the Directory of Records;
- ensuring that personal information records are retained for one year after last use/disclosure;
- ensuring that personal information is collected as set out in the legislation;
- disposing of personal information records in accordance with the regulations, and with any directives or guidelines issued by the Board or the Responsible Minister.

APPENDIX B

BOARD POLICIES

1) Access to General Information of the Board

2) Access to Personal Information Banks of the Board

3) Access to Personal Information of the Ontario Student Record (OSR)

4) Records Retention and Disposition

Appendix B

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

FREEDOM OF INFORMATION AND PROTECTION OF PERSONAL PRIVACY ACT (BILL 49)

POLICY: Access to General Information of the Board

Statement of Purpose

A primary position of the Board is to provide a right of access to information not available through the normal channels of access by the public, subject to the specific and limited exemptions under Bill 49.

Policy Guidelines

1. Any record of general information, however recorded, whether in printed form, on film, by electronic means or otherwise, is considered to be information generated by The Board of Education for the City of Hamilton.

2. Formal access to general information can be gained by way of a request, in writing, to the Freedom of Information Coordinator, or the Head, who shall, in accordance with established procedure, generate a response within thirty (30) calendar days of receipt of a request.

3. General information will be retained and disposed of in accordance with the Board's retention schedules.

LEGAL REFERENCE: Municipal Freedom of Information and Protection of Privacy Act, R.S.O.,1989
Education Act, R.S.O., 1990

Appendix B

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

FREEDOM OF INFORMATION AND PROTECTION OF PERSONAL PRIVACY ACT (BILL 49)

POLICY: Access to Personal Information Banks of the Board

Statement of Purpose

In accordance with Bill 49, employees of the Board responsible for collecting personal information from an individual, will ensure the accuracy, confidentiality and security of the records, and will protect information from being wrongfully disclosed.

Policy Guidelines

1. The Board shall safeguard the confidentiality of personal information of individuals, subject to the powers of the Courts to compel the production of such documents.

2. Personal individual information, as defined in the Act, may only be collected and used for the specific purposes for which it is gathered. Confidentiality regarding unauthorized disclosure will be protected by each individual who uses or maintains the personal information banks.

3. Security of personal information, when not in use, will be ensured by means of physical protection (ie. locked cabinet, computer password). Security of personal information will also be protected while in transit to another location.

4. Access to personal information can be gained during normal business hours, upon appointment, in the presence of the appropriate manager or designate, and is available to:

   a) the individual;

   b) an agent of the individual (eg. legal counsel, federation/union representatives) with the specific written consent of the individual;

   c) Supervisory officers, the employee's Principal or Supervisor;

   d) Supervisory or management personnel in the process of human resources program management, operation of Board programs, and administrative requirements;

   e) an officer of the Court, subject to the powers of the Courts to compel release of such records, or the Board's legal counsel.

   Copies of any personal information will be provided, upon request, to the individual, or, an agent of the individual with the specific written consent of the individual. A record of all such use must be attached to the file.

5. Requests for access to personal information of a sensitive nature that has been provided by the individual as part of or for the continuation of support programs (employee and student) will be reviewed in accordance with the provisions of Section 14(1)(f) of the Act in order to determine whether the requested information is exempted from disclosure.

Appendix B

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

FREEDOM OF INFORMATION AND PROTECTION OF PERSONAL PRIVACY ACT (BILL 49)

POLICY: Access to Personal Information Banks of the Board (cont.)

6. Each file shall contain a record of any use or any disclosure of an individual's personal information by or to a person who would not usually have access.

   Note: Use is defined as accessing a file for a purpose other than a maintenance procedure. A maintenance procedure is access for inserting new information, updating existing information or purging information no longer deemed to be useful.

7. Personal information shall be retained in accordance with regulating statutes, and disposed of in a confidential manner according to approved retention schedules.

Legal Reference: Municipal Freedom of Information and Protection of Privacy Act, R.S.O., 1989
Education Act, R.S.O., 1990

Appendix B

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

THE MUNICIPAL FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT (BILL 49)

POLICY: Access to Personal Information of the Ontario Student Record (OSR)

Statement of Purpose

The position of The Board of Education for the City of Hamilton is to fulfill its obligations with regard to the protection of and access to personal information of its students.

Policy Guidelines

1. Pursuant to the above, Board believes in theprinciple of confidentiality of personal information of students, subject to the provisions of the Education Act and the Freedom of Information Act.

2. Personal information, as defined in the Act, is collected and used for the specific purposes of personal educational program management, educational services, and administrative uses conducive to the improvement of instruction of a student. Confidentiality regarding unauthorized disclosure will be provided by each individual who uses and maintains the personal information bank.

3. Supervised access to and/ or copies of a student's personal information can be gained upon appointment during normal business hours and is available to:

   a) the student;

   b) the student who is an adult or his/her agent with the specific written consent of the adult student;

   c) the parent(s) or guardian(s) of a student who is not an adult or their agent with the specific written consent of the parent(s) or guardian(s);

   d) the parent(s) or guardian(s) of a student who is an adult, with the specific written consent of the adult student;

   e) supervisory officers, the principal and teachers of the school, and designated school office staff for administrative purposes only;

   f) Professional Services Support Personnel/Board Employees (Psychological Consultants, Social Workers, Speech/Language Pathologist) only with written consent from the adult student or the parent(s)/guardian(s) of a student who is not an adult;

   g) central administrative staff involved in the administration of the student records microfilming program;

   h) authorized personnel for statistical research purposes provided that the research can be carried out without revealing any individual student's identity;

   i) an officer of the courts, subject to the powers of the Courts to compel the release of such records, and the Board's legal counsel.

Appendix B

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

THE MUNICIPAL FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT (BILL 49)

POLICY: Access to Personal Information of the Ontario Student Record (OSR) - (cont.)

4. Each file shall contain a record of any use or any disclosure of an individual's personal information by or to a person who would not usually have access.

   Note: Use is defined as accessing a file for a purpose other than a maintenance procedure. A maintenance procedure is access for inserting new information, updating existing information or purging information no longer deemed to be useful.

5. Any personal information of a student that is no longer required shall be destroyed in a confidential manner (i.e. shredding), according to statute and/or approved Board procedure.

6. The responsibility of School Boards with respect to the formation, use and maintenance of the Ontario Student Record (O.S.R.) are shown in the current Ontario Student Record Guideline Regulation.

Legal Reference: Municipal Freedom of Information and Protection of Privacy Act, R.S.O., 1989
Education Act, R.S.O., 1990

Appendix B

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

FREEDOM OF INFORMATION AND PROTECTION OF PERSONAL PRIVACY ACT (BILL 49)

POLICY: Records Retention and Disposition

Statement of Purpose

Any information generated and maintained by The Board of Education for the City of Hamilton will be retained in accordance with legislative requirements. Information that is no longer required for administrative, financial, legal or historical purposes, or where the retention period is not regulated by any Statute, shall be destroyed in accordance with the Board's retention and disposition schedules.

Policy Guidelines

1. General information, in any format, shall be retained in accordance with the Board's retention schedule. Custody and care of the documents will be the responsibility of each department/area office/school. Upon expiry of the stated retention period, records will be transferred and disposed of using an approved method.

2. Personal information that has been collected by the Board shall be retained in accordance with the Board's retention schedule which will ensure that the individual has a reasonable opportunity to obtain access to their personal information before final disposition. Custody and care of the documents will be the responsibility of each department/area office/school. Upon expiry of the stated retention periods, personal information will be transferred and disposed of in a manner that will preclude reassembly of the documents (ie. shredding).

Legal Reference: Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1989
Education Act, R.S.O., 1990

APPENDIX C

DIRECTORY OF RECORDS (SAMPLE)

Appendix C

Sample Pages from the Directory of Records

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

HEAD

Chairman
The Board of Education for the City of Hamilton
Box 2558
100 Main Street West
Hamilton ON
L8N 3L1
Tel. (416) 527 5092

MANDATE

The purpose of The Board of Education for the City of Hamilton is to provide educational programs and services to educate children and adults to enable them to enjoy life as creative, contributing, responsible members of society.

ORGANIZATION

The Board of Education for the City of Hamilton is a public school board operating seventy-three elementary and eleven secondary composite schools, as well as six secondary vocational schools, one composite secondary French-Language school, three alternative education centers, three adult learning centers and one school for the trainable retarded. All facilities operate within the City of Hamilton.

The Board of Trustees consists of twenty-one (21) Trustees who are elected for a three year term as required under the Education Act. The Trustees represent the interests of the English and French-speaking ratepayers within the eight electoral wards of the City of Hamilton.

The Board is supported by the Director of Education (who serves as Secretary of the Board), and other members of Senior Management, which include the Associate Director; Superintendent of Finance and Treasurer; Superintendent of Human Resources; Superintendent of Information Management Services; Superintendent of Plant; Superintendent of Program; Superintendents of Schools (Areas 1-6).

The Administrative Headquarters are located at 100 Main Street West, and other support services are located at 220 Dundurn Street South.

Sample Pages from the Directory of Records

INFORMATION BANK LOCATIONS

Board of Trustees

The Board consists of twenty-one elected representatives who represent the Hamilton taxpayers to establish educational goals, policies and priorities. The term of office is three years, with a one year term for the Chairman of the Board.

The Board is responsible for the administration of public elementary and secondary school education in Hamilton, and includes French Language representation. Regular public meetings of the full board take place on the third Thursday of every month except July and August.

General Classes of Types of Records

Correspondence with:
- community agencies and organizations
- ratepayers
- government and trustee organizations

Policies
Trustee Distribution and Certification of Election
Trustee Honoraria and Allowances

Personal Information Banks

Location:
Office of the Secretary of the Board

Legal Authority:
Education Act, R.S.O. 1980, c. 129, s. 185 (1) as amended by S.O. 1982, c. 32, s. 52.

Information Maintained:
Municipal Clerk's certification of election, Declaration of Office and oath of allegiance, name, address, telephone number (work and home) occupation, general correspondence

Uses:
Maintain official record of trustee election and term of office.

Users:
Senior administration and support staff

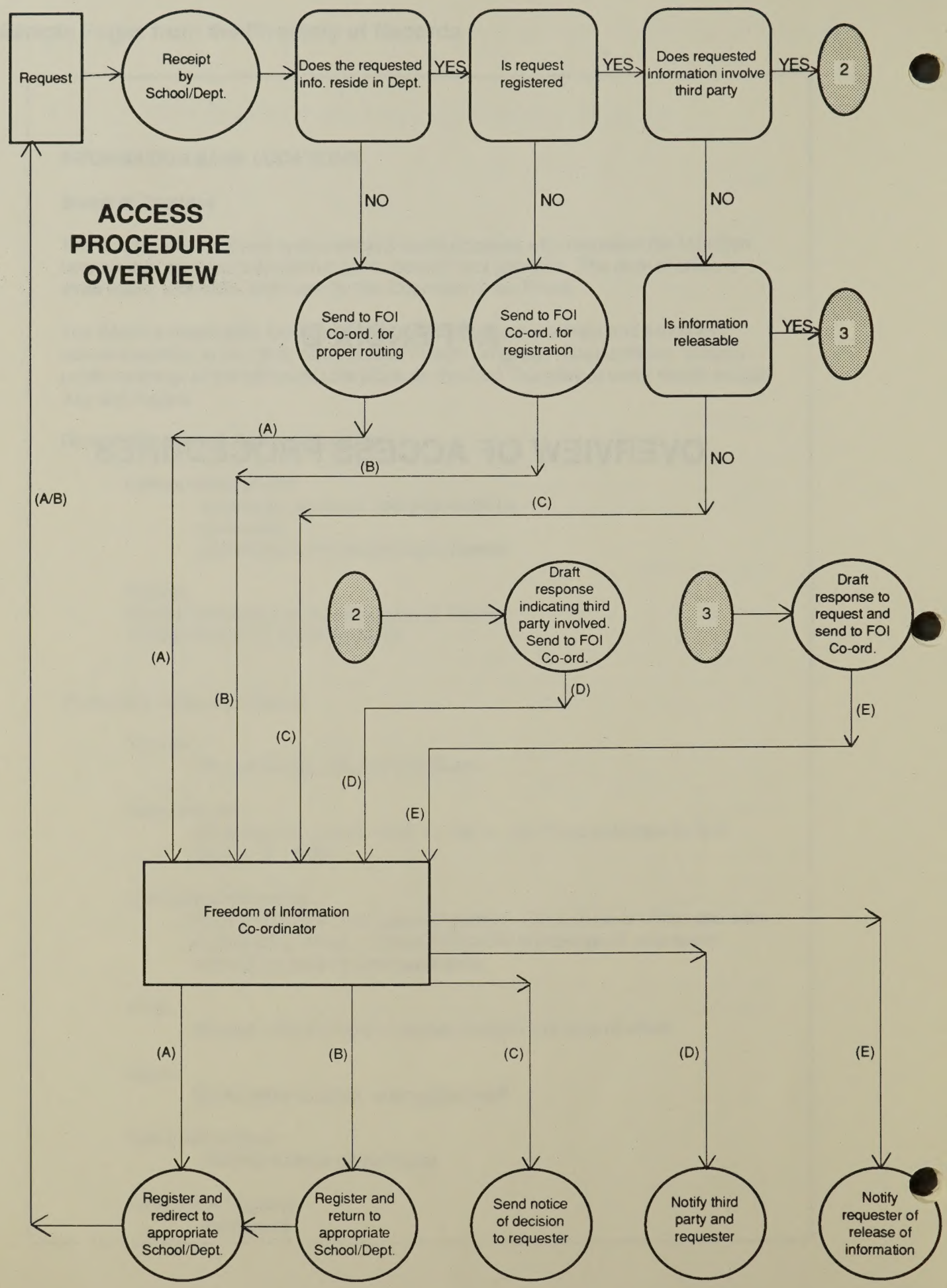
Individuals in Bank:
Elected trustees of the Board

Retention & Disposal:
Permanent

APPENDIX D

OVERVIEW OF ACCESS PROCEDURES

Appendix D


ACCESS PROCEDURE OVERVIEW
Request
Receipt by School/Dept.
Does the requested info. reside in Dept.
YES
Is request registered
YES
Does requested information involve third party
YES
2
NO
NO
NO
Send to FOI Co-ord. for proper routing
Send to FOI Co-ord. for registration
Is information releasable
YES
3
NO
(A)
(B)
(C)
(A/B)
2
Draft response indicating third party involved. Send to FOI Co-ord.
3
Draft response to request and send to FOI Co-ord.
(D)
(E)
(A)
(B)
(C)
(D)
(E)
Freedom of Information Co-ordinator
(A)
(B)
(C)
(D)
(E)
Register and redirect to appropriate School/Dept.
Register and return to appropriate School/Dept.
Send notice of decision to requester
Notify third party and requester
Notify requester of release of information

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1990 12 06

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Technological Studies Update

Each year for the past four years, a phase of the Technological Studies Plan has been brought forward, and this year is the final phase of this plan (Phase V). With support from the Plant Department and under the direction of Jim Kerr, Technological Studies Co-ordinator, the Technological Studies Department Heads have continued the planning process into the 1990s.

This year's report is in two parts.

Part I

Phase V of the 5-year Technological Studies Plan outlines the work scheduled for 1991 and explains the accomplishments of phase IV of the Hamilton Board of Education plan for technological studies.

Part II

Part II outlines the five year ministry plan to convert technological studies to the five broad-based technologies. It identifies a systematic long range method of accessing these grants for our schools.

RECOMMENDATIONS:

- **That the Technological Studies Phase V and Renewal Funding Reports be referred to budget review.**

Prepared by: Jim Kerr, Technological Studies Co-ordinator

Submitted by: Gail Rappolt, Assistant Superintendent of Curriculum

Approved by: Keith A. Rielly, Director of Education and Secretary

TABLE OF CONTENTS

Detailed Appendices are available for all aspects of the report.
from the *Technological Studies Co-ordinator*

PART I

Education Centre
100 Main St. West
Hamilton, Ontario
L8N 3L1

1990 12 06

PHASE V PLAN

INTRODUCTION

Phase IV of our plan is being completed and now we are looking forward to making Technological Studies a continued success with *Phase V.*

This will be achieved by continuing to purchase hi-tech and conventional equipment, renovating shops to complement the Broad-Based Technologies, relocating equipment and in-servicing our teachers.

This plan provides consistency in quality of equipment and program, while offering diversity among schools.

ISSUES & CONCERNS (From 1989 report)	IMPLICATIONS (From 1989 report)	OUTCOMES (1989-90)
• New technologies/programs cannot be offered in a **similar** fashion in all schools.	• Student movement, boundaries, transportation and possible competition between schools for students.	• It is possible to have different emphases to a particular Broad-Based Technology. Each school has developed a long range plan to fit the needs of **its own** community.
• Renovations and ventilation costs	• Cannot be covered adequately by our current renewal plan.	• We would like to include this component in the accommodation report. (See Part II of this report)
• Provincial Renewal Funding (Five year program)	• Cannot be covered adequately by our current plan. We must contribute aproximately one third of the total equipment cost to be eligible.	
• Planning for the new technologies.	• Inservice workshops for: - *Technical Heads* - *Technical Departments* - *Principals of schools* - *Guidance counsellors* - *Affected Cross-Curriculum program instructors*	• On going inservice has been successful to-date for Technical Heads. (See Appendix B) • Teachers are being inserviced by Co-ordinator through staff meetings and individual discussions.

ISSUES & CONCERNS (from 1989)	IMPLICATIONS (from 1989)	OUTCOMES (1989–1990)
• Community and industry input	• Could result in lower cost for school boards.	• Part of the Ministry Funding is a matching grant of $25,000 per school. Ministry will pre-flow $12,500 and schools have five years to receive $12,500 from business and industry in the form of equipment and personnel training (*see Appendix A*). This **is** happening in our board already.
• Service programs: - *Baking* - *Cosmetology* - *Horticulture* - *Food Services* - *Textiles* - *Hospital Services*	• Must be addressed in consultation with Family Studies. • Other co-ordinators (eg. Business, Science) will be involved in the long term.	• These programs are now part of the Broad Based Technologies. • We have received renewal funding to support the operating of these programs. • The Co-ordinator of Family Studies is involved in program planning in areas interdisciplinary. eg. Nutrition

PROGRAM ACCOMPLISHMENTS

SYSTEM LEVEL

• **ACTIVITY BASED-STUDENT CENTRED LEARNING** - All programs are emphasizing problem- solving, activity -based projects to increase thinking and communication skills.

• **AUTO-CAD LAB** - Our first Auto-Cad lab is being installed at Glendale.

• **COMMITTEES** - New committees and new teacher roundtable groupings have been established to better serve our current needs.

• **COMMUNICATIONS** - Three new labs have been established in our system - Westdale, Sherwood, and Delta, while a new Auto-Cad lab has been estabalished at Glendale.

• **CONSTRUCTION** - A new lab has been established at Scott Park. Most schools in our system now have highly successful construction programs.

• **CURRICULUM** - New curriculum has been developed by our writing teams in Transportation and Construction. Communications and Manufacturing curriculum is being updated after two years of review.

• **MANUFACTURING** - Improvement to Sir Allan MacNab, Sir John A. Macdonald and Westdale's labs for better delivery of the new Broad-Based manufacturing program.

• **MULTI-PURPOSE LABS** - We are continuing to establish multi-purpose labs in our schools to accommodate the Grade 9 - 10 Design and Technology and exploratory programs at the intermediate level.

• **SERVICES** - New Cosmetology labs have been established at both Delta and Parkview. A Food Services program under the new Technology theme is being developed at both Delta and Parkview.

• **STAFF DEVELOPMENT** - Providing staff development for heads and teachers to promote:
- team building
- planning skills
- program specific inservice
- visiting and presenting to other systems
- thinking skills

(see Appendix B)

• **SUPPORT MATERIALS** - Reference and textbooks, videos and computer software have been purchased to support the new directions in Technological Studies.

• **TRANSPORTATION** - A lab at Parkview in this broad-based program has been established. (Future plans to incorporate Scott Park's facility is being considered)

SCHOOL AND AREA LEVEL

• **SCHOOL BASED PROGRAMMING** - Each Secondary School has completed its Long Range Plan for Technological Studies. Included in the plans are major equipment requests, programs (broad based" and "stand alone") and renovations. These plans will be submitted to the plant department for revision, costing and implementation.

• **IN-SERVICE** - We are continuing to in-service our teachers to better understand the new technologies and new equipment plus upgrading the teachers to keep them informed on the rapid changes in curriculum and in technology.(Our method of in-servicing teachers to teach other teachers is meeting with success)

• **INTEGRATION** - We are involving other subjects with our Broad-Based Technologies in the spirit of cross-disciplinary thinking. (eg. Sherwood Secondary School - Communications with Media Literacy and Dramatic Arts.)

COMMUNITY LEVEL

• **INTEGRATED TRAINING/APPRENTICESHIP PROGRAM** (formally *S.W.A.P.*) - This program is complete and we have applied for acceptance from the Ministry of Education and Ministry of Skills. (see Appendix C)

• **TECHNOLOGICAL SHOWCASE** - On May 2-5, 1990, the tech studies teachers from grade 6 to 12, held the highly successful "Showcase '90" at the Hamilton Convention Centre. This task was chaired by Bob Moulton and approximately 175 teachers, students and community member worked on it. (see Appendix D)

• **SKILLS CANADA** - The provincial skills competition was held at Mohawk's Saltfleet campus on April 28, 1990. Due to the time conflict with our Technological Showcase, we were unable to have a complete list of participants. However, Thuy Tran from Briarwood Secondary School did Hamilton proud in the Skills Canada competition and represented Canada at the United Steates VICA Skills Olympics, in Tulsa, Oklahoma.

PROVINCIAL LEVEL

• **PROTOTYPE FUNDING** - In a one time grant, Hamilton Board of Education received $850,000 minus the REE rate for a total Ministry contribution of $557,430. This grant was allocated to the Hamilton Board of Education for our work in curriculum development and for our plans for developing the Broad- Based Technologies. (see Appendix E)

• **RENEWAL FUNDING** - As the first phase of a possible 5 year Ministry of Education Technological Studiesplan, Hamilton Board of Education received $600,000 minus REE for a total Ministry contribution of $376,000. Delta, Parkview and Briarwood were the schools receiving the grant. (see Appendix A)

• **VISITING BOARDS** - Between May and November1990, we have hosted many Boards of Education representatives from around the province including Ottawa, Windsor, Elliot Lake, Sault Ste. Marie, Timmins, Barrie, Kent County, and London.

• **ONTARIO TECHNOLOGICAL STUDIES CONFERENCE** - On October 26, Hamilton Technical teachers hosted this convention which was held at the Holiday Inn - Part of the program was a tour of several of our schools.

•**ONTARIO DESIGN AND TECHNOLOGICAL CONFERENCE** - On May 3-5 our middle school teachers hosted a highly successful conference at the Sheraton Hotel. They combined their conference with the Technological Showcase.

CAPITAL EXPENDITURE FORECAST

•**RENOVATIONS AND VENTILATION FOR LABS** - We are working with the Plant Department to integrate our renovations with the plans for 1991 Capital Expenditure Forecast. Toward this end, each school has completed a long range plan .(see Appendix F)

Phase V - Technological Studies Plan

We will continue to support the Ministry of Education directions on the Broad-Based Technologies and our own commitment to School Based Programming by:

i - providing inservice to Department Heads and teachers and to continuing to train the trainer.

ii- purchasing new equipment where financially possible to support the Broad-Based Technologies.

iii - continuing to up-grade programs which are not directly affected by a school's Broad Based Technology plan. No school can afford all the broad based programs, however, each school can have "stand alone" programs eg. Auto Mechanics, Electronics, Drafting, Woodworking.

iv - continuing to establish multi-purpose shops in all our secondary schools.

v - continuing to provide videos, books and computer software.

vi- continuing to work toward a successful introduction to our Integrated Training/ Apprenticship Program into one or more schools.

vii- developing cross-discipline programs in 1991. All our programs can be integrated with other subjects to give students a total picture eg. Food Services and Family Studies - Nutrition, Cosmetology. Construction, and Transportation with Business - Entrepreneurship.

viii - continuing to write curriculum to reflect the new directions from the Ministry Renewal Initiatives.

CONCLUSION

As a result of provincial funding and our own renewal program, in 1990 we have installed Communication labs in Sherwood, Westdale and Delta; Manufacturing labs in Sir Allan MacNab, and Sir John A. Macdonald; Transportation and Services at Parkview and Delta. In addition, we have a new Auto Cad lab at Glendale, a new construction program at Scott Park and have consolidated a variety of independent programs in several schools.

We are improving skills by in-servicing our teachers and by getting involved with community leaders inbusiness and industry.

Our leadership in Technological Studies is continuing and is being recognized by the number of school board visitations.

Search for community involvement in our schools is being rewarded. Donations of equipment and in-service seminars from business and industry has increased during this past year and our new Integrated Training./Apprenticeship Program (S.W.A.P.) is receiving positive response.

Finally our public image has been enhanced by our successful Technological Showcase.

Technological Studies is continuing to grow both in the numbers of students involved in choosing programs, and in the acceptance of these programs by the community.

PART II

ACCESSING THE RENEWAL FUNDING

The Co-ordinator and Technological Studies heads are completing a long range plan for each school. Included in each plan will be potential programs, equipment and renovations.

In April 1989, the Government of Ontario included in the Throne Speech a five year Technological Studies Renewal Fund of $60,000,000. For the next five years, (as of April 1990), all Ontario school boards and schools are invited to apply for a grant of up to $200,000 per school. The breakdown of the grant is shown on the opposite page.

In preparation for this year's submission, the Assistant Superintendent made a submission to the Finance Department for inclusion of:

(i) $180,000 for equipment in order that the board's share ($60,000) of the renewal funding would be insured for 3 schools in 1991;

(ii) $50,000 per school for renovation of 3 schools ($150,000) was submitted for inclusion into the budget. Exact costs will depend on the schools selected and a detailed *costing at each site* by the Plant Department.

Technological Studies

Provincial Renewal Fund Per School

	Cost to Province	Cost to Industry	Cost to HBE	Total Cost
Equipment	$114,765		$60,235	$175,000
Corporate Donation (equipment or service) (Provincial match - upfront money)	$12,500	$12,500	Nil	$25,000
Renovations	Nil		$50,000	$50,000
Total	**$127,265**	**$12,500**	**$110,235**	**$250,000**

Summary of Recommendations Approved By Senior Management:

PART 1, PHASE V

1. Phase V of the Five-Year Plan be received for information.

2. That an amount of $280,000 be in the 1991 budget to implement Year Five of the plan.

3. That long range program planning for technological studies continue in consultation with Superintendents of Schools and the Plant Department.

PART II, RENEWAL FUNDING

1. Recommended that Part II of this report be received for information.

2. That an amount of $180,000 be placed in the 1991 budget to purchase the equipment for 3 schools through the Provincial Renewal Funding.

3. That an amount of $150,000 be placed in the 1991 budget for renovations and hook-ups for 3 schools to implement the Provincial Renewal Initiative.

Education Centre
100 Main Street West
Hamilton, Ontario L8N 3L1
1990 12 06

To the Chairman and Members,
Development Committee,
Hamilton Board of Education

Ladies and Gentlemen:

SUBJECT:

Interim report on Information Management Services (IMS)

PURPOSE:

This report provides the Members of the Board with an update on the progress in the development of Information Management Services. The attached pages provide information regarding its components, major issues and planning.

PROGRESS TO DATE:

Several initiatives have been undertaken as this superintendency continues its strategic and operational planning. Initiatives include:

- creation of the IMS Mission and Vision
- organizational review and reorganization
- development of a departmental identity
- enhanced focus on client-driven services
- initiation of Integrated Information Systems Project
- implementation of an electronic communication network
- development of Freedom of Information policies and procedures for 1991 implementation
- planning of public communications on major issues such as budget

RECOMMENDATION:

THAT THIS REPORT BE RECEIVED FOR INFORMATION

Prepared by: IMS Managers

Submitted by: Richard F. Kawai, Superintendent
Information Management Services

Approved by: Keith A. Rielly, Director of Education and Secretary

December, 1990
Update on ~

IMS

INFORMATION MANAGEMENT SERVICES

The Board of Education for the City of Hamilton
Serving Today ~ Building Tomorrow

Le Conseil de l'éducation de la ville de Hamilton
Servir aujourd'hui pour édifier demain

IMS

MISSION STATEMENT

The people of
Information Management Services
meet the information needs of the
Hamilton Board of Education
to enhance knowledge,
support decision-making
and contribute to the quality
of education in our schools.

VISION STATEMENT

Information Management Services
will be a flexible and responsive network
linking all parts of the organization.
We will provide leadership and support
in the use of information
as a strategic and operational resource
in the educational process.

IMS

MAJOR ISSUES FACING IMS IN THE 1990'S

In order to improve the Board's use of information as a strategic and operational resource, changes are required. Several major issues will affect the extent and pace at which these changes can be implemented in the 1990's. Issues currently being addressed include:

- Need for information by Board Members and other decision-makers
- Freedom of Information and Protection of Privacy
- Information as a shareable and accessible resource
- Integrated Information Systems (Employee/Payroll, Finance, Student, Curriculum)
- Telecommunications technology (voice and data)
- Public Accountability (Communications)
- Program Evaluation (Research)
- Planning (Accommodation)
- Future roles of computer equipment
- Increasing demand for computers and computer-related services for schools
- Decentralization
- Customer service philosophy and orientation
- Using technology to do things better
- Increasing services available to the classroom
- Increase system awareness of assistance available from IMS

IMS

INFORMATION MANAGEMENT SERVICES

COMMUNICATIONS SERVICES

- Public Relations
- Communications Planning
- Issues Communications
- News Media Liaison
- Publishing and Printing
- Information Desk/ Room Bookings

COMPUTER SERVICES

- Programming
- Operations
- System Maintenance
- Training and Support

LIBRARY SERVICES

- Select and Acquire Resources in all Media
- Provide Information
- Organize Collections
- Support use of Information Technologies
- Resource Sharing

RESEARCH SERVICES

- Planning and Operations
- Research and Evaluation

SYSTEMS SUPPORT SERVICES

- Systems and Projects
- Procedures and Forms
- Telecommunications
- Equipment Repair
- Internal Delivery Service
- Trustee Services
- Administrative Services

COMMUNICATIONS SERVICES DEPARTMENT

Manager - Norm Forster

PURPOSE

To help the people of Hamilton become more knowledgeable about their public school system. This Department is striving to build such knowledge among all taxpayers, employees and students.

FUNCTIONS

PUBLIC RELATIONS

- Identifying our school system with the interests of our publics — External Public Relations, School-Level Public Relations, Staff Public Relations, Media and Evaluation

COMMUNICATIONS PLANNING

- Development of a major 1991 Budget Communications Plan for the Board
- Development of a Communications Plan in conjunction with the Board's A.I.D.S. committee
- Director's Accommodation Committee
- Planning and speech writing for the Chairman and Director for Board Retirement, Quarter Century Club, Recognition events, News Conferences etc.

ISSUES COMMUNICATIONS

- Approximately 20% of time is devoted to crisis issues. Last spring, this department responded to more than 300 taxpayer calls as a result of the tax bill increase. Other issues have included asbestos and strikes.

NEWS MEDIA LIAISON

- Assisting members of the news media at Board and Committee meetings
- Serving as the Board's daily contact in connection with news releases, news media inquiries and initiating coverage

INFORMATION DESK/ROOM BOOKINGS

PUBLISHING AND PRINTING

- Desktop publishing
- Writing
- Editing
- Photography for publications
- Printing

PRIORITIES

- 1991 Budget Communications
- Development of Publishing and Printing Centre
- Refinement of Public Relations for the Board

IMS

COMPUTER SERVICES DEPARTMENT

Manager - Len Dixon

PURPOSE

To provide a broad range of services with regard to the design, implementation and utilization of automated processes and systems.

FUNCTIONS

PROGRAMMING

- Analysis and interpretation of client needs
- Design, write, implement and maintain application software

OPERATIONS

- Operate mainframe computer on a shift system basis and control online network
- Receive, enter and process data from various sources
- Process and distribute printouts to all Board locations
- Quality control and system backup procedures to ensure protection of information

SYSTEM MAINTENANCE

- Install, control and maintain all system software and hardware
- Maintenance of hardware and data communications network throughout the system
- Access security and password control, distribution and maintenance
- Monitor and control network and system performance
- Troubleshoot technical problems
- Administer and control Electronic Mail system

TRAINING AND SUPPORT

- Interpret client needs as they relate to software requirements
- Liaison activities to ensure service levels
- Training to clients in the use of microcomputer software and online systems
- Write, distribute and maintain operating manuals
- Phone-in assistance and general support related to department activities
- School committees and in-service sessions for school office staff

PRIORITIES

- Analysis and design of new Employee Information System
- Analysis and design of Integrated Financial Information Systems
- Ongoing development of the Student Information System
- Assessment of delay of scheduled 1990 mainframe upgrade
- Development of training program and methods

LIBRARY SERVICES DEPARTMENT

Manager - Ingrid Scott

PURPOSE

To provide information resources and services to stimulate professional and educational growth. Library Services include the Dr. Harry Paikin Library, the Audio-Visual Library and Central Cataloguing Services for schools.

FUNCTIONS

SELECT AND ACQUIRE APPROPRIATE RESOURCES IN ALL MEDIA

- Collection development and maintenance
- Previews and film festivals
- Liaison with subject coordinators

PROVIDE INFORMATION

- Reference service
- Current awareness publications (PCL, Just Arrived)
- Customized literature searches and bibliographies
- Clipping file

ORGANIZE COLLECTIONS

- Catalogue and classify materials according to library standards
- Produce catalogues of materials

SUPPORT THE USE OF INFORMATION TECHNOLOGIES

- Access to online systems
- Access bibliographic utilities

RESOURCE SHARING

- Interlibrary loans
- International networking with other libraries

PRIORITIES

- Provide materials and services that are responsive to the needs of all library clientele
- Develop and maintain an effective staff committed to the provision of quality service
- Facilitate access to all library collections and services through the appropriate application of automated systems
- Promote the library and its resources throughout the Board

RESEARCH SERVICES DEPARTMENT

Manager - Owen Jackson

PURPOSE

To assist in obtaining and evaluating information necessary for decision-making. In this process, Research Services uses appropriate methods to collect, organize, analyze and interpret data to support the educational process.

FUNCTIONS

PLANNING AND OPERATIONS

- Enrolment forecasts
- Enrolment records maintenance
- Liaison with municipal and regional planners
- Monitoring neighbourhood developments
- Director's Accommodation Committee
- Student Capacity of Schools
- School Boundary Records for Public Inquiry
- School & Board Reporting to the Ministry of Education
- Statistical Reports such as Average Class Size Reports and Pupil Retirement Surveys

RESEARCH AND EVALUATION

- Evaluation of Educational Programs
- Evaluation of Student Progress through the City-Wide Standardized Testing Program
- Liaison with the Ministry on the Provincial Reviews
- Questionnaire development, analysis and reporting
- Public Relations Reviews
- Special Projects

PRIORITIES

- Student Accommodation
- Curriculum and Program Evaluation:
  - Westmount 1990
  - Core French Review
  - French Immersion
  - Writing to Read
  - Growing into Language
  - Staff Development
- Public Perception of the Cost of Education (Budget Communications)
- Evaluation of the Standardized Testing Program

SYSTEMS SUPPORT SERVICES DEPARTMENT

Manager - Denver Haynes

PURPOSE

To provide efficient and effective services to develop, support and maintain operational processes and equipment.

FUNCTIONS

SYSTEMS AND PROJECTS

- Analyze, design and implement administrative support systems for manual and automated operations
- Manage and perform special projects such as methods improvements, equipment evaluations and facilities planning

PROCEDURES AND FORMS

- Research, review and create procedures and forms related to Board administrative operations

TELECOMMUNICATIONS

- Provide telephone communications services to the schools and Education Centre which include recommending, installing and monitoring of equipment and services
- Advise staff on the uses of communications equipment

EQUIPMENT REPAIR

- Provide audio-visual and microcomputer equipment setup, installation and repair services
- Receive, identify and distribute all Board audio-visual and microcomputer equipment

INTERNAL DELIVERY SERVICE

- Deliver mail, films, small equipment and packages to all Board locations

TRUSTEE SERVICES

ADMINISTRATIVE SERVICES

- Switchboard, mail, supplies and special audio-visual equipment loans

PRIORITIES

- Employee Information and Payroll Systems Project
- Freedom of Information Project
- Integrated Telecommunications Services Project
- Maintaining quality service for telephones and equipment repair

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1990 12 06

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: French Immersion Strategic Planning

The results of the year-long process to review the French Immersion Program in Hamilton will be presented in three parts:

- Establishing Program Direction for the 90's
- Accommodating the Program
- Re-examining Transportation

Establishing Program Direction for the 90's
The first section sets philosophic direction and policy. Both the rationale for the program and the revised policies and procedures are consistent with the board mission and vision, and with area and school-based management. Care has been taken to listen and respond to the results of the questionnaire regarding program delivery.

Accommodating the Program
As a result of the area-based approach, recommendations about addition, deletion or movement of program would be handled through Superintendents of Schools and Administrative Council. Details of the management at the area and system level are outlined in the policies and procedures. Specific recommendations regarding school sites would come forward through the Accommodation Report as a part of each Superintendent's overall plan to accommodate area students and programs.

Re-Examining Transportation
Recommendations regarding transportation have been presented to Senior Management by the Strategic Planning Committee. No further action can be taken on these recommendations until a revised set of policies and procedures for the management of the program have been approved.

RECOMMENDATIONS:

- **That the report be received for information and response.**
- **That the Policies and Procedures for the French Immersion Program be brought to the January Development Committee for approval.**

Prepared by: French Immersion Strategic Planning Committee

Submitted by: Gail Rappolt, Assistant Superintendent of Curriculum

Approved by: Keith A. Rielly, Director of Education

French Immersion Strategic Plan
Index

Part A

Part B

References and Background Materials

Background

In July, 1989, the Board of Education for the City of Hamilton passed a motion that a strategic plan for French Immersion be developed by administration. In December, 1989, a plan for studying the issues surrounding French Immersion was proposed to the members of Development Committee and approved. This plan recommended five broad areas of study:

- design and structure of program and service to students
- delivery of program (single and/or dual-track schools)
- policies and procedures under decentralization
- equity and access to program
- financial implications of the program

The Strategic Planning Committee established four sub-committees in order to carry out specific aspects of the mandate:

- Policies and Procedures (N. Nicholls, Chairperson)
- Program and Services (J. Hill, Chairperson)
- Equity and Access (D. Gallagher, Chairperson)
- Financial Implications (G. Rutledge, Chairperson)

Members of the **Strategic Planning Committee**:

J. Diverty	–	Principal (Glen Echo School)
D. Gallagher	–	Principal (Norwood Park School)
D. Gardiner	–	Parent (mountain)
J. Hill	–	Co-ordinator of Languages
S. Law	–	Special Assignment Teacher (Area 4/5)
M. Lowe	–	Trustee (Ward 6)
M. Martel	–	French Immersion Consultant
N. Nicholls	–	Superintendent of Schools (Area 2)
G. Rappolt	–	Assistant Superintendent of Curriculum (Chair)
J. Reid	–	Principal (Ryerson School)
P. Ruddle	–	Parent (city)
G. Rutledge	–	Controller, Hamilton Board of Education
A. Stewart	–	Trustee (Ward 2)
A. Stockwell	–	Associate Director of Education

DRAFT

Policies and Procedures

The following section is intended to provide policy statements and procedures which will govern the administration and structure of Hamilton's French Immersion Program as of January, 1991.

DRAFT
1990/12/06

French Immersion Strategic Plan
Policies/Procedures
January 1991

1. Hamilton Board of Education Model

(a) The Hamilton Board of Education Early French Immersion program begins in senior kindergarten (Appendix A(i) and (ii)).

(b) The Hamilton Board of Education provides a continuous French Immersion program through to the OAC level (Appendix A(i) and (ii)).

(c) Students with some French competency, wishing to enter French Immersion at a time other than senior kindergarten, may request assessment.

2. School Organization

(a) Both dual-track and single-track settings are provided.

(b) The selection of dual-track or single-track is determined according to area and system accommodation circumstances.

(c) Class size is similar for both English and French Immersion programs.

Past Practice

(a) A. M. Cunningham has been limited to one French Immersion senior kindergarten class of 25 students.

(b) Norwood Park and Sanford Avenue have no limits on senior kindergarten enrolment.

(c) All other schools with French Immersion have been limited to two senior kindergarten classes of 25 students each (total 50 students).

(d) Staffing and working conditions are determined according to the collective agreement.

3. Registration Procedures

(a) The city is divided into attendance areas for French Immersion. The process for admission is congruent with that for regular program:

(i) pupils within the French Immersion attendance area

(ii) siblings of students in the program

(iii) pupils residing elsewhere in Hamilton

(iv) non-resident pupils

(b) (i) Advertising for French Immersion is part of the Hamilton Board of Education procedure for senior kindergarten registration.

(ii) This advertising takes place in the local newspapers in January and February (one Wednesday and one Saturday) for the following September registration.

(c) By early January all parents of children in junior kindergarten receive:

(i) information on the French Immersion program,

(ii) an announcement of the information meetings, and

(iii) details of the registration procedures.

(d) Information meetings are held at French Immersion sites during the month of February.

(e) Intent to register is conducted during the month of February.

(f) Confirmation of registration is completed by the first Friday in March.

4. Oversubscription for Senior Kindergarten

In the event that requests exceed the number of available senior kindergarten spaces in a given school, the Superintendent of Schools determines the resolution using the same options as for English senior kindergarten.

Past Practice

(a) In the event that requests exceed the number of available senior kindergarten spaces in a French Immersion school, parents are contacted and a registration date announced. Registration is then conducted on a first-come, first-served basis.

(b) Students on a senior kindergarten waiting list at their designated French Immersion school may be registered at a French Immersion school where there is available space.

5. Long Term Accommodation Issues

(a) Program Initiation: JK-5 Schools

(i) The Superintendent of Schools, in consultation with the Program Department and Accommodation Committee, initiates the designation of an additional JK–5 school within the area when needed.

(ii) A task force examines the feasibility of accommodating Early Immersion in a school based on enrolment projections and the criteria as outlined in Criteria for Site Location (Appendix B).

(iii) The task force reports to the Superintendent of Schools for decision.

(b) Program Initiation: Middle and Secondary Schools

(i) Administrative Council, in consultation with the Program Department and the Accommodation Committee, initiates the designation of an additional middle or secondary school for French Immersion within the system.

(ii) A task force examines the feasibility of accommodating middle or secondary program in a school based on enrolment projections and the criteria as outlined in Criteria for Site Location (Appendix B).

(iii) The task force reports to Administrative Council for decision.

(c) Program Phase-Out and/or Relocation: JK–5 Schools

(i) When senior kindergarten enrolment falls below 15 for a period of two consecutive years, the Superintendent of Schools forms a task force to recommend ***if***, ***when*** and ***how*** program phase-out and/or relocation will occur.

(ii) The task force reports to the Superintendent of Schools for decision.

(d) Program Phase-Out and/or Relocation: Middle and Secondary Schools

(i) When middle school or secondary school enrolment can no longer support the continuance of the French Immersion program in a school, Administrative Council forms a task force to recommend ***if***, ***when*** and ***how*** program phase-out, and/or relocation will occur.

(ii) Administrative Council may relocate programs for reasons other than enrolment to meet system needs. A task force recommends an alternative site or sites.

(iii) The task force reports to Administrative Council for decision.

6. Administration/Staffing

(a) Class organization, programming, staffing and timetabling in a school with French Immersion are the responsibilities of the Principal and Superintendent of Schools.

(b) As opportunities arise through the staffing process, the Hamilton Board of Education continues to assign bilingual Teacher-Librarians and bilingual staff qualified in Physical Education and Music to schools with French Immersion.

7. Program

(a) The Co-ordinator of Languages includes French Immersion as one of the second-language responsibilities of this position.

(b) The French Immersion Consultant provides centralized program support.

(c) **Junior Schools**

(i) Classroom instruction in SK and Grade 1 is in French.

(ii) English Language Arts is introduced in Grade 2. As of September 1, 1991, the amount of instructional time for English Language Arts in Grades 2 and 3 will be 45 minutes per day (225 minutes per week).

Past Practice

Grade 2 — 30-35 min./day (150-175 min./wk.)

Grade 3 — 45 min./day (225 min./wk.)

(Appendix C)

(iii) As of September 1, 1994, the amount of instructional time for English Language Arts in Grades 4 and 5 will be 60 minutes per day (300 minutes per week).

Past Practice

Grade 4 — 60 min./day (300 min./wk.)

Grade 5 — 75 min./day (375 min./wk.)

(Appendix C)

(d) **Middle Schools**

50% of classroom instruction is in French. Where choice of subjects for instruction in French is possible, the determination is made by the Principal in consultation with the Program Department and the Superintendent of Schools. (Appendix D(i) and (ii))

(e) **Secondary Schools**

(i) Students are able to study up to 40% of secondary course offerings in French language.

(ii) Alternative subject options are investigated, offered and implemented as approved by Superintendents.

(iii) In keeping with Ministry goals for French Immersion, student enrolment, and requests from students and parents, consideration is given to providing up to 50% of secondary course offerings in French language. (Appendix D(i) and (ii)).

8. Support Services

(a) Students requiring the assistance of a Learning Resource Teacher receive support through the LRT staff assigned to the school.

(b) As opportunities arise through the staffing process, the Hamilton Board of Education continues to assign bilingual Learning Resource Teachers to schools with French Immersion.

(c) Students enrolled in French Immersion, whose needs require special assistance beyond the LRT, have access to:

(i) the special education services of the school as determined by the school D.A.R.T.,

(ii) psychological services as provided by the staff of the Department of Psychological Services, Hamilton Board of Education,

(iii) special education programs as recommended by an I.P.R.C. (If the recommendation is for a self-contained class, then the program is in English).

Note: The Gifted program for all students is currently under review.

Past Practice

French Immersion students, identified at the end of grade 3 as qualifying for Gifted program, have a choice:

(a) to remain in the regular French Immersion program

(b) to attend a self-contained Gifted program in English

9. Resources

(a) The Co-ordinator of Languages has responsibility for funding textbooks, instructional supplies and AV equipment necessary for new/additional classes.

(b) The Superintendent of Schools has responsibility for funding classroom equipment and classroom supplies for new/additional French Immersion classes.

(c) Computer software for French Immersion is acquired for schools through the combined efforts of the Computers in Education Department, Languages Department and the school principal.

(d) Library and Media materials for French Immersion are acquired for schools through the combined efforts of the school principal and the appropriate members of the Program Department.

(e) French Immersion adaptations of subject-based curricula are designed, developed and funded by the Program Department (Curriculum Development: Temporary Assistance).

APPENDIX A (i)

Hamilton Board of Education
Early French Immersion: Current Model

	0 10 20 30 40 50 60 70 80 90 100
SK Gr. 1	All classroom instruction
Gr. 2 - 3	French Language Arts, Math, Visual Arts, Environmental Studies • English Language Arts introduced in Gr. 2
Gr. 4 - 5	French Language Arts, Math, Visual Arts, Science, Social Studies, Health • Amount of English instructional time increases yearly to end of Gr. 5
Gr. 6 - 8	a) 3 French Language Arts b) 3 Math c) 2 Science d) 1 Social Studies, 1 History and 1 Geography • 50% bilingual program in middle school.
Gr. 9 Gr. 10 Gr. 11 Gr. 12/OAC	up to 40% program 6 - 10 courses +1 - 2 Immersion OACs Note: Ministry minimum requirement • until June 1995; 6 + 1 OAC • after Sept. 1995; 9 + 1 OAC Full optional program available to French Immersion students.

Note: French Instruction is in white area.

APPENDIX A (ii)

Hamilton's Early French Immersion Program

Hamilton offers an Early French Immersion Program beginning in Senior Kindergarten. All classroom instruction in senior kindergarten and grade 1 is given in French. In grade 2 some English is introduced and in subsequent grades the percentage of time devoted to English instruction is increased. The curriculum for subjects taught in French is the same as in the regular English program.

Goals for French Immersion Program

(i) To realize the educational goals set forth by the Hamilton Board of Education and the Ontario Ministry of Education,

and at the same time,

(ii) To develop an ability in French at a level that permits the students:

(a) to communicate easily with French-speaking people,

(b) to understand and appreciate Canada's francophone heritage,

(c) to continue their educational development in French or English,

(d) to accept employment that requires French or English or a combination of the two languages.

Rationale for Early French Immersion Program

- An Early French Immersion program is an excellent way of achieving the goals set forth:

  —The curriculum for subjects taught in French in the junior and intermediate divisions requires an extensive French-language background and vocabulary developed through the primary years.

  —Local and national research has demonstrated that a French Immersion program begun in kindergarten does lead English-speaking children to an ability to communicate freely in French.

- The more hours that students spend studying in French, the higher their level of achievement is likely to be. *(Ontario's FSL Programs: Teaching & Learning French as a Second Language in the 1980s, p. 4)*

- The Ministry requirement of a minimum of 5,000 instructional hours by the end of the Immersion OAC can best be achieved through an Early French Immersion program.

APPENDIX B

Criteria for Site Location

A. • availability: vacant, leased or under-used sites — where space is available and where space is projected to remain available.

- accessibility: good traffic paths to the site — safety
- community support: demonstrated interest in enrolling
- accommodation to support program: gym, library, grounds (best interests of student's program)
- program and accommodation costs

B. • grouping: locating junior/middle/secondary sites within short distance of one another

- distribution: all areas' needs met in the city
- nearness to next school

C. • other considerations

	Location / Criteria	School A	School B	School C	School D
A.	Availability				
	Accessibility				
	Community Support				
	Accommodation to Support Program				
	Program and Accommodation Costs				
B.	Grouping				
	Distribution				
	Nearness to Next School				
C.	Other Considerations				

APPENDIX C

English Language Arts: Amount of Instructional Time

	1990-91	1991-92	1992-93	1993-94	1994-95 & thereafter
Gr. 2	30-35 min./day (150-175 min./wk.)	45 min./day	45 min./day	45 min./day	45 min./day (225 min./wk.)
Gr. 3	45 min./day (225 min./wk.)	45 min./day	45 min./day	45 min./day	45 min./day (225 min./wk.)
Gr. 4	60 min./day (300 min./wk.)	60 min./day	60 min./day	60 min./day	60 min./day (300 min./wk.)
Gr. 5	75 min./day (375 min./wk.)	75 min./day	75 min./day	75 min./day	60 min./day (300 min./wk.)

Rationale for Changes

JK–5 Schools:

(a) Primary Division

- 30 min./day is an inadequate instructional block in which to implement an effective English Language Arts program;
- increase to 45 min./day in Grade 2 is consistent with Ministry directions for English Language Arts within French Immersion programs.

(b) Junior Division

- the change from 75 min. to 60 min. in Grade 5 balances the increase in Grade 2;
- this change will also alleviate the "time pressure" in Grade 5 for subjects taught in French;
- consistent time allocations for English Language Arts in Grades 4 and 5 will facilitate timetabling.

APPENDIX D (i)

Hamilton Board of Education
Early French Immersion: Recommended Model

	0 10 20 30 40 50 60 70 80 90 100	*Implementation Timeline*
SK Gr. 1	All classroom instruction	*no change*
Gr. 2 - 3	French Language Arts, Math, Visual Arts, Environmental Studies • English Language Arts introduced in Gr. 2 Instructional time increased by 10% in Gr. 2.	*Sept. 1991*
Gr. 4 - 5	French Language Arts, Math, Visual Arts, Science, Social Studies, Health • Amount of instructional time in English becomes the same in Grades 4 & 5.	*Sept. 1994*
Gr. 6 - 8	a) 3 French Language Arts b) at least 2 Math c) at least 2 Science d) at least 1 Social Studies, 1 History and 1 Geography e) remainder of 50% program either more of b), c), d) or other subjects such as Visual Arts, P.E., Music, Guidance, etc. • **50% bilingual program in middle school.**	*Sept. 1991 or as staffing allows*
Gr. 9 Gr. 10 Gr. 11 Gr. 12/OAC	up to 50% program 9 - 13 courses +1 - 2 OACs Note: Ministry minimum requirement after Sept. 1995; 9 + 1 OAC **Full optional program available to French Immersion students.**	*Sept. 1994 or as approved by Superintendents*

***Note:** French Instruction is in white area.*

APPENDIX D (ii)

Rationale for Changes

1. JK–5 Schools: English Language Arts

(a) Primary Division

- 30 min./day is an inadequate instructional block in which to implement an effective English Language Arts program;
- increase to 45 min./day in Grade 2 is consistent with Ministry directions for English Language Arts within French Immersion programs.

(b) Junior Division

- the change from 75 min. to 60 min. in Grade 5 balances the increase in Grade 2;
- this change will also alleviate the "time pressure" in Grade 5 for subjects taught in French;
- consistent time allocations for English Language Arts in Grades 4 and 5 will facilitate timetabling.

2. Middle Schools

- greater freedom in determining subjects for instruction in French and English through Grades 6, 7 and 8 will provide principals with more flexibility in assigning staff and in arranging timetables.

3. Secondary Schools

- greater variety of offerings in French language will allow students to select subjects in French or in English according to their personal goals and needs;
- larger selection of courses in French will provide flexibility in timetabling.

Cost Analysis

FRENCH IMMERSION COST ANALYSIS

BACKGROUND

One of the areas recommended for study by the French Immersion Planning Committee was to determine the cost of the French Immersion program. After considerable discussion, we knew that the determination and presentation of the financial implications would not be an easy task. What costs are to be included? and what comparisons? were difficult questions to answer. The issue became a definition of costs.

In Education Canada, an article entitled "Fiscal Costs of Curriculum Mandates" makes the following references to finances. "What are these costs that we are talking about that must be taken into consideration? The researchers (cf Desjarlais)[1] believe that there are two types of differential costs of providing education:

1. The actual differential costs (ie expenditures) incurred by a school board during the year, whether those expenditures are evident or hidden.

2. The estimated differential costs for additional services and materials needed by a board in order to promote a level of service which will provide a quality education as mandated."

After a review of the cost implications reported by other boards, there seems to be no universal method of costing educational programs.

Our approach was to identify the additional costs and additional revenues attributable to the French Immersion program. This approach does not include the costs and revenues that would continue regardless of this program. That is, French Immersion pupils are of compulsory school age and have to be educated. For example, contractual obligations, administration, support services and provincial grants (ceilings) would be ongoing costs and revenues. As a result, our focus was to identify the variable costs.

On the following pages, additional expenditures and revenues for the French Immersion program have been identified and summarized.

Reference 1

1. L. Desjarlais, The Cost of Provincial Instruction in French Language Instructional Units
(Toronto, Ontario Ministry of Education, 1977)

FRENCH IMMERSION COST ANALYSIS*

	1989 Budget**	1989 Actual**	1990 Budget**
Salaries & Wages			
Supervisory & Admin.	$ 59,000	$ 59,000	$ 62,500
Instructional(1)(2)	80,000	80,000	-
Curriculum Development	1,200	1,200	3,100
Books, Films & Software			
Textbooks & Teaching -Elem.	134,300	127,500	85,200
Materials(3) -Sec.	10,000	9,800	7,500
Library Books(4)-Elementary	69,800	69,800	91,000
-Secondary	7,500	7,500	5,600
Supplies & Services			
Elementary	38,300	20,200	43,500
Secondary	1,500	1,200	1,000
Equipment			
Elementary	27,400	16,400	27,900
Secondary	-	-	-
Rentals(5) -Elementary	-	-	-
Total Expenditures			
Elementary	402,900	367,100	305,700
Secondary	26,100	25,500	21,600
	$ 429,000	$392,600	$327,300
Revenue(6)			
Elementary-Grant	259,100	259,100	298,100
Secondary -Grant	24,100	24,100	22,800
	$ 283,200	$283,200	$320,900
Excess Expenditures over Revenue	$ 145,800	$109,400	$ 6,400***

* **Expenditures and revenues which continue regardless of the existence of this program are not included in this analysis, eg. teachers, principals, caretaking, cleaning, energy etc.**

** Included in this analysis are the **additional** expenditures and revenues incurred as a result of the French Immersion program. This analysis indicates that the 1989 budgeted expenditures were greater than revenue by $145,800; 1989 actual expenditures were greater than revenue by $109,400; 1990 budgeted expenditures were greater than revenue by $6,400.

*** **For 1990, additional expenditures were for the most part offset by additional revenues.**

Appendix I

FRENCH IMMERSION COST ANALYSIS

(1) This analysis indicates that in 1989 there were two additional classes as a result of the French Immersion program. Based on 1989 data, the average elementary class size was 23.41. Total elementary French Immersion enrolment of 1,516 divided by average class size of 23.41 equals 65 classes. Appendix II(i) indicates that in 1989 there were 67 classes or 2 additional classes. The additional classes can be attributed to a combination of factors:

- small rooms at Temple Anshe Sholom resulting in small class sizes for 3 Immersion classes;
- relatively small middle school component at Glen Brae during first 2 years of program phase-in;
- relatively small SK classes in some locations.

Based on average class size data for 1990, there would be no additional instructional costs relating to the French Immersion program. Refer to Appendix III for information on average class size.

(2) Average instructional salaries are lower for the French Immersion program mainly as a result of differences in the length of teaching experience of the teachers in French Immersion. These savings have not been included in this analysis since these teachers will ultimately move up the grid with years of experience. This equates to a lower per pupil cost of approximately $360 per elementary French Immersion pupil.

(3) Includes the expenditures for the French Immersion Program textbooks/teaching materials and for English subjects taught in this program. However, 1989 was an exceptional year for elementary Immersion textbook acquisition:

- opening of Norwood Park middle school necessitated purchase of all textbooks for subjects taught in English (50% program);
- citywide textbook replacement of out-of-date titles (second year of 3-year textbook plan);
- textbooks for 10 Immersion classes being established for the first time.

Comparison of Budgeted Elementary Textbook Allocations

1987	1988	1989	1990	1991 Request
$62,150	75,300	134,300	85,200	60,500

(4) The allocation for library books is for both the French Immersion and Core French program. It has been included in these costings because the expenditures are reported in one account and cannot be differentiated.

(5) This analysis assumes that the rental of space at Anshe Sholom Temple to accommodate the program at G. R. Allan would have been incurred regardless of the existence of the French Immersion program.

FRENCH IMMERSION COST ANALYSIS

(6) Represents general legislative grants for French as a Second Language (FSL)-French Immersion. If students are not in a French Immersion program, they are mandated by the Ministry of Education to receive Core French instruction.

	French Immersion	Core French/ English Program	Estimated Net Cost
1989- Expenditures	$ 429,000	$ 180,000	
- Revenues (FSL Grants)	283,200	92,000	
Excess Expenditures over Revenue	$ 145,800	$ 88,000	
1990- Expenditures	$ 327,300	$ 190,000	
- Revenues (FSL Grants)	320,900	113,000	
Excess Expenditures over Revenue	$ 6,400	$ 77,000	$ 70,600

(7) Enrolment in the French Immersion program is as follows:

	1989	1990
Elementary	1,516	1,577
Secondary	202	221
	1,718	1,798

Non-residents have not been included in this analysis since the costs relating to these pupils are offset by grants and cash tuition fees.

1990 11 28

APPENDIX II

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 29, 1989

CLASS SIZE	JR KGN	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GLD	SP ED	GPTD	TOTAL	CLASS SIZE
1												1			
2											1			1	2
3											2	1		3	3
4											4	4		8	4
5											3	5		8	5
6											6	17		23	6
7											6	13		19	7
8			1								4	27		32	8
9											2	6	1	9	9
10	2										4	3		9	10
11	3	3									2			8	11
12	2	1						1					1	5	12
13	4	4									2			10	13
14	5	6	1								3			15	14
15	10	9	1								1			21	15
16	19	6	2	3				1		1	2			34	16
17	10	11	3	3	1				2			1		31	17
18	16	21	7	4	3	2	1	1	1					56	18
19	23	21	9	3	5			2	1	2			2	68	19
20	30	11	16	13	3	3	1	2	3	7			4	93	20
21	8	13	10	11	12	3	1	5	1	5			5	74	21
22	1	14	25	10	12	3	4	7	5	2			2	87	22
23	1	11	19	11	15	11	8	9	6	17				108	23
24		7	18	16	9	15	11	6	11	9				104	24
25		5	15	22	8	21	9	9	6	14				109	25
26		2	4	14	15	7	13	9	10	7				81	26
27		1	3	2	10	9	12	15	7	10				69	27
28			1	1	9	19	12	9	12	3				66	28
29				1	4	3	3	4	7	1				23	29
30					2		3	2	4	2				13	30
31							2	2	2	1				7	31
32							1		4	-				5	32
33							2	2	1					5	33
34														0	34
35														0	35
36														0	36
37														0	37
38														0	38
39														0	39
40														0	40
T.CLSS	136	146	136	114	108	96	83	88	83	82	42	78	15	1206	
T.PPLS	2397	2802	2976	2601	2591	2407	2155	2202	2145	1978	344	555	288	25441	
A.C.S.	17.63	19.19	21.88	22.82	23.99	25.07	25.96	25.02	25.84	24.12	8.19	7.12	19.20		

OMITTED FROM THIS REPORT: ALTER ED 35

TOTAL ENROLMENT: SEPTEMBER 29, 1989..... 25476

Pupils Kdgn -8 = 21,857 - 1516 = 20,341
Classes Kdgn -8 = 936 - 67 = 869

A.C.S.	23.35	22.63	23.41
	ALL	F.I.	C.F.

APPENDIX II (i)

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 29, 1969
French Immersion Program Only

CLASS SIZE	JR KGN	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GLD	SP ED	GFTD	TOTAL	CLASS SIZE
2														0	2
3														0	3
4														0	4
5														0	5
6														0	6
7														0	7
8														0	8
9														0	9
10														0	10
11														0	11
12								1						1	12
13														0	13
14														0	14
15			1											1	15
16														0	16
17		2							1					3	17
18					1									1	18
19		2		1	2				1					6	19
20				2	1				1					4	20
21		1	3	1	3									8	21
22		2	3	3	1			1						10	22
23			3	2	1	1		1						8	23
24		1	1	1	1	2	1							7	24
25		2				3	1							6	25
26							2							2	26
27		1					2							3	27
28						2				1				3	28
29								1	1					2	29
30									1					1	30
31										1				1	31
32														0	32
33														0	33
34														0	34
35														0	35
36														0	36
37														0	37
38														0	38
39														0	39
40														0	40
T.CLSS	0	11	11	10	10	8	6	4	5	2	0	0	0	67	
T.PPLS	0	238	237	216	208	202	155	86	115	59	0	0	0	1516	
A.C.S.		21.64	21.55	21.60	20.80	25.25	25.83	21.50	23.00	29.50					

Pupils Kdgn - 8 = 1516
Classes Kdgn - 8 = 67
A.C.S.1516/67 = 22.63

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 28, 1990

CLASS SIZE	JR KGN	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GLD	SP ED	GFTD	TOTAL	CLASS SIZE
1															
2															
3											1	1		2	2
4											3	2		5	3
5											2	5		7	4
6											1	9		10	5
7											3	7		10	6
8											1	21		22	7
9											5	31		36	8
10	1	1										5		5	9
11	1		1								5	3		10	10
12	2	1									4		1	7	11
13	5	4									2		1	6	12
14	10	8	1								1			10	13
15	12	9	1								1			20	14
16	7	11		1			1		1	2			1	26	15
17	15	17	2	1	3			2		1	3			23	16
18	13	12	4	3	2		2							41	17
19	17	16	10	10		1		2	2	3			2	38	18
20	24	12	30	10	4	3	1	6	2	1				61	19
21	15	10	20	8	13	7	5	5	8	7				93	20
22	8	13	18	16	17	12	3	5	8	5			3	101	21
23	1	13	14	24	5	12	10	10	6	3			1	106	22
24		8	12	11	14	16	5	10	6	10			4	102	23
25		8	10	14	15	12	6	8	8	9				92	24
26		6	6	13	16	12	18	13	12	4				90	25
27			8	2	13	5	12	7	11	6		1		101	26
28				6	5	8	7	6	8	8			1	65	27
29					2	3	7	9	4	8				48	28
30						3	5	3	7	7			1	34	29
31						1	5	1	2	5				25	30
32						1	2	1						14	31
33										1				4	32
34														1	33
35														0	34
36														0	35
37														0	36
38														0	37
39														0	38
40														0	39
														0	40
T.CLSS	131	149	137	119	109	96	89	88	85	80	32	85	15	1215	
T.PPLS	2348	2889	2984	2723	2605	2361	2303	2186	2140	2035	282	611	307	25774	
A.C.S.	17.92	19.39	21.78	22.88	23.90	24.59	25.88	24.84	25.18	25.44	8.81	7.19	20.47	21.21	

OMITTED FROM THIS REPORT: ALTER ED 38

TOTAL ENROLMENT: SEPTEMBER 28, 1990 25812

Pupils	Kdgn - 8	=	22,226	-	1577	=	20,649
Classes	Kdgn - 8	=	952	-	68	=	884
			23.35		23.19		23.36

SIZES OF ELEMENTARY CLASSES BY GRADE: SEPTEMBER 28, 1990
French Immersion Program Only

CLASS SIZE	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	TOTAL	CLASS SIZE
2										0	2
3										0	3
4										0	4
5										0	5
6										0	6
7										0	7
8										0	8
9										0	9
10										0	10
11										0	11
12										0	12
13										0	13
14										0	14
15		1								1	15
16	1									1	16
17	3						2			5	17
18	1		1							2	18
19			1		1		1			3	19
20		1	1		1		1			4	20
21	2	4	1							7	21
22	1	2	1	3	2					9	22
23		1	1			1				3	23
24	1	1	2	1	1					6	24
25	2	1	2	2				1		8	25
26					2	2	2			6	26
27						1		1	1	3	27
28				2			1			3	28
29						2				2	29
30						1		1	2	4	30
31									1	1	31
32										0	32
33										0	33
34										0	34
35										0	35
36										0	36
37										0	37
38										0	38
39										0	39
40										0	40
T.CLSS	11	11	10	8	7	7	7	3	4	68	
T.PPLS	223	235	221	196	159	190	153	82	118	1577	
A.C.S.	20.27	21.36	22.10	24.50	22.71	27.14	21.86	27.33	29.50	23.19	

References and Background Materials

APPENDIX E

What are the Ministry's goals for French-as-a-second-language?

- to increase the basic level of knowledge of French among pupils in English-language schools;
- to provide increased opportunities for students who have the interest and ability to achieve a meaningful level of bilingualism;
- to develop in our young people an increased appreciation for the presence of French as a major cultural element in Canadian life.

These goals apply to Core, Extended and Immersion programs.

What kinds of French-as-a-second-language programs (FSL) does the Ministry encourage and support?

Core French

Students study the French language forty minutes a day from Grade 4 to Grade 8 (600 hours). Students intending to earn the Ontario Secondary School Diploma are required to complete at least one credit course in French (120 hours).

Mandated for all students province wide except for those in Extended or Immersion programs.

Minimum program = 600 + 120 = 720 hours
Complete sequence = 600 + 480 (OAC I) = 1080 hours
600 + 600 (OAC I & II) = 1200 hours

Extended French

Students study the subject of French for forty minutes a day and also take, for the full year, at least one other complete subject in which French is the language of instruction.

Not offered by the Hamilton Board of Education.

Minimum program = 2100 hours (upon completion of OAC I)

Immersion French

Students take half or more of their total school program in French for at least one year. They study the language and two or more other subjects taught in French.

Hamilton offers an Early French Immersion Program beginning in senior kindergarten.

Minimum program = 5000 hours (upon completion of OAC I)

APPENDIX F

What are the expected learning outcomes for Core French and Immersion French?

Core French

After 1080 – 1200 hours of French instruction, the successful student:

- has a fundamental knowledge of the language—an active vocabulary of 3000 to 5000 words and about 100 basic sentence patterns;
- can participate in simple conversation;
- can read, with the aid of a dictionary, standard texts on subjects of interest;
- is capable of resuming the study of French in later life if the desire or need arises;
- has developed a basic knowledge and appreciation of the culture and aspirations of French-speaking Canadians.

This basic achievement level is a reasonable expectation for students who follow a core program of forty minutes per day for ten years, or the equivalent.

Immersion French

After 5000 hours of French instruction, the successful student:

- could take further education with French as the language of instruction at the college or university level—that is, understand lectures, write papers, and take part in class discussions;
- could accept employment using French as the working language or live in a French community after a short orientation period;
- can participate easily in conversation;
- understands and appreciates the emotional attitudes and commonly held values of members of a French-speaking community.

This top achievement level should be attainable through immersion programs in which French is not only the medium in which subjects are taught, but also the means of communication in the classroom and, as much as possible, beyond the classroom. Students striving to attain this level also need opportunities to interact with their French-speaking peers through exchanges, summer camps, or travel.

(Ontario's FSL Programs: Teaching and Learning French-as-a-second-language in the 1980s, pages 4 and 5.)

APPENDIX G (i)

An Evaluation of the French Immersion Program in Hamilton
Summary of Findings (1975–1988)

The Research Services Department has conducted a continuing evaluation of the French Immersion program since its beginning in 1975. Tests of achievement, both in English and in French, and tests of mental ability have been administered each year in selected grade levels. Parents' opinions about the program were obtained by means of questionnaires in each of the first five years of the program, and again in the years 1982 to 1984. As well, the opinions of secondary students and their parents were gathered through questionnaires in the spring of 1987. The table on Appendix I (ii) indicates the cognitive skill areas and the grade levels which have been tested in each of the thirteen years from 1975-76 to 1987-88.

After ten years of rapid growth, the number of new students entering French Immersion has remained constant for the past five years (September 1985 to 1989). Pupil retention within the program continues at a very high level.

Tests of mental ability reveal that the French Immersion pupils, as a group, are well above average in the ability to do school work. The program continues to attract a high representation of very capable children. However, there is no evidence to suggest that children with average or below average ability achieve less well in an immersion program than they would in a regular class.

The immersion pupils have performed very well on the achievement tests administered in English. Reading Vocabulary and Language Expression are two of the areas of greatest strength on the Canadian Achievement Test in both grade six and grade eight. The weakness in English spelling skills, which has been evident at the primary and junior grade levels, has disappeared completely before grade eight.

The immersion pupils' results on the French comprehension tests have been satisfactory at all grade levels tested.

APPENDIX G (ii)

	Kgn.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Mental Ability	116.9	-	117.7	-	114.5	-	117.1	-	-
Reading (Eng.)	81st %ile	60th %ile	62nd %ile	74th %ile	60th %ile	68th %ile	72nd %ile	79th %ile	77th %ile
Math. (Eng.)		50th %ile	70th %ile	71st %ile	60th %ile	69th %ile	78th %ile	67th %ile	76th %ile
French Compre.	45th %ile*	65th %ile*	59th %ile*	56th %ile*	52nd %ile*	56th %ile*	42nd %ile*	**	**
	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Mental Ability	115.3	-	115.1	-	118.7	-	116.3	-	-
Reading (Eng.)	70th %ile	50th %ile	48th %ile	-	-	-	-	-	76th %ile
Math. (Eng.)		54th %ile	66th %ile	-	-	-	-	-	74th %ile
French Compre.	46th %ile*	75th %ile*	59th %ile*	-	-	-	-	-	**
	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Mental Ability	114.1	113.5	116.2	-	114.0	-	111.7	-	-
Reading (Eng.)	78th %ile	50th %ile	48th %ile	-	50th %ile	-	-	-	70th %ile
Math. (Eng.)		54th %ile	66th %ile	-	-	-	-	-	63rd %ile
French Compre.	56th %ile*	77th %ile*	34th %ile*	58th %ile*	44th %ile*	-	-	-	**
	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
Mental Ability	118.1	113.9	118.7	-	113.5	-	114.9	-	-
Reading (Eng.)	83rd %ile	-	56th %ile	-	68th %ile	-	69th %ile	-	74th %ile
Math. (Eng.)		-	70th %ile	-	58th %ile	-	50th %ile	-	71st %ile
French Compre.	55th %ile*	-	47th %ile*	-	66th %ile*	-	-	-	**
	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88
Mental Ability	116.7	113.5	117.2	107.2	-	-	110.0	-	-
Reading (Eng.)	75th %ile	-	46th %ile	-	64th %ile	-	67th %ile	-	-
Math. (Eng.)		-	63rd %ile	-	46th %ile	-	53rd %ile	-	-
French Compre.	62nd %ile*	-	40th %ile*	-	43rd %ile*	-	-	-	-
	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	
Mental Ability	118.0	109.05	-	111.8	-	-	113.1	-	
Reading (Eng.)	74th %ile	-	50th %ile	-	-	-	71st %ile	-	
Math. (Eng.)		-	80th %ile	-	-	-	53rd %ile	-	
French Compre.	55th %ile*	-	36th %ile*	-	-	-	-	-	
	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88		
Mental Ability	116.5	-	-	106.8	-	-	108.5		
Reading (Eng.)	81st %ile	-	53rd %ile	57th %ile	-	-	64th %ile		
Math. (Eng.)		-	68th %ile	63rd %ile	-	-	39th %ile		
French Compre.	43rd %ile*	-	34th %ile*	-	-	-	-		
	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88			
Mental Ability	118.2	-	-	114.9	-	-			
Reading (Eng.)	84th %ile	-	-	68th %ile	-	-			
Math (Eng.)		-	-	67th %ile	-	-			
French Compre.	-	63rd %ile*	55th %ile*	54th %ile*	49th %ile*	-			
	1983-84	1984-85	1985-86	1986-87	1987-88				
Mental Ability	117.1	-	-	111.7	-				
Reading (Eng.)	-	-	-	57th %ile	-				
Math. (Eng.)	-	-	-	68th %ile	-				
French Compre.	41st %ile*	62nd %ile*	56th %ile*	47th %ile*	-				
	1984-85	1985-86	1986-87	1987-88					
Mental Ability	119.5	-	-	115.4					
Reading (Eng.)	-	-	-	61st %ile					
Math. (Eng.)	-	-	-	62nd %ile					
French Compre.	-	-	44th %ile*	-					
	1985-86	1986-87	1987-88						
Mental Ability	115.9	-	-						
	1986-87	1987-88							
Mental Ability	114.6	-							
	1987-88								
Mental Ability	114.0								

* Percentile Ranks based on medians rather than means.
** Percentile norms are not available.

APPENDIX H (i)

Halton Public Board
Extended French Program (Late Immersion)

	0 10 20 30 40 50 60 70 80 90 100
SK Gr. 1 Gr. 2 Gr. 3	**No French instruction**
Gr. 4 Gr. 5 Gr. 6	Core French 40 min. per day
Gr. 7 Gr. 8	French Lang. Arts, Math, History, Geography, Guidance
Gr. 9 Gr. 10 Gr. 11 Gr. 12/OAC	6 - 9 Courses +1 Extended OAC

Halton Public Board
Early Partial French Immersion

	0 10 20 30 40 50 60 70 80 90 100
SK	**No French instruction**
Gr. 1 Gr. 2 Gr. 3	French Lang. Arts, Environmental Studies, Music, P.E. & Health **English Language Arts introduced in Grade 1**
Gr. 4 Gr. 5 Gr. 6	French Lang Arts, Science, Social Studies, P. /E. & Health, Visual Arts
Gr. 7 Gr. 8	French, Mathematics, History, Geography, Guidance
Gr. 9 Gr. 10 Gr. 11 Gr. 12/OAC	6 - 9 Courses +1 Immersion OAC

APPENDIX H (ii)

Brant County Board of Education
Early French Immersion

	0 10 20 30 40 50 60 70 80 90 100
SK Gr. 1	All classroom instruction
Gr. 2 Gr. 3	French Lang. Arts, Math, Visual Arts, Environmental Studies
Gr. 4 Gr. 5 Gr. 6	French Language Arts, Math, Visual Arts, Social Studies, Science, Health
Gr. 7 Gr. 8	French Lang. Arts, Math, History, Geography, Visual Art, Drama
Gr. 9 Gr. 10 Gr. 11 Gr. 12/OAC	6 - 10 Courses +1 - 2 OACs

English Language Arts introduced in grade 2

Investigation re adding an Extended French Program is currently underway.

Halton Roman Catholic Separate School Board
Extended French Program

	0 10 20 30 40 50 60 70 80 90 100
SK	No French Instruction
Gr. 1 Gr. 2 Gr. 3	Core French 20 min. per day
Gr. 4	Core French 40 min. per day
Gr. 5 Gr. 6	French Lang. Arts, Science, Social Studies, one of Music/P.E./Visual Arts
Gr. 7 Gr. 8	French Lang. Arts, Geography, History, one of Science/ Math one of Music/Visual Arts
Gr. 9 Gr. 10 Gr. 11 Gr. 12/OAC	6 Courses +1 Extended OAC

APPENDIX I

Ontario Boards with French Immersion:

Brant Co. B. of E.	Brantford
Brant Co. RCSSB	Brantford
Bruce-Grey Co. RCSSB	Hanover
Carleton B. of E.	Ottawa/Carleton
Carleton RCSSB	Ottawa/Carleton
Cochrane-Iroquois Falls B. of E.	Iroquois Falls
Cochrane-Iroquois Falls District RCSSB	Iroquois Falls
Conseil des Ecoles Séparées Catholiques de Hearst	Hearst
Dryden B. of E.	Dryden
Dryden District RCSSB	Dryden
Dufferin-Peel RCSSB	Mississauga
Durham B. of E.	Oshawa
Durham Region RCSSB	Oshawa
East Parry Sound B. of E.	South River
East York B. of E.	Toronto
Elgin Co. B. of E.	St. Thomas
Essex Co. B. of E.	Essex
Etobicoke B. of E.	Toronto
Fort Frances-Rainy River RCSSB	Fort Frances
Frontenac Co. B. of E.	Kingston
Frontenac-Lennox & Addington Co. RCSSB	Kingston
Geraldton District RCSSB	Geraldton
Grey Co. B. of E.	Markdale
Halton B. of E.	Burlington
Halton RCSSB	Burlington
Hamilton B. of E.	Hamilton
Hamilton-Wentworth RCSSB	Hamilton
Hastings Co. B. of E.	Belleville
Hastings-Prince Edward Co. RCSSB	Belleville
Huron-Perth Co. RCSSB	Dublin
Kapuskasing B. of E.	Kapuskasing
Kapuskasing District RCSSB	Kapuskasing
Kenora District RCSSB	Kenora
Kent Co. B. of E.	Chatham
Kirkland District RCSSB	Kirkland Lake
Kirkland Lake B. of E.	Kirkland Lake
Lake Superior B. of E.	Marathon
Lakehead B. of E.	Thunder Bay
Lakehead District RCSSB	Thunder Bay
Lambton Co. B. of E.	Sarnia
Lanark Co. B. of E.	Perth
Lanark, Leeds & Grenville Co. RCSSB	Smiths Falls
Leeds & Grenville Co. B. of E.	Perth
Lennox & Addington Co. B. of E.	Napanee
Lincoln Co. B. of E.	St. Catharines
London B. of E.	London
London and Middlesex Co. RCSSB	London
Metropolitan Separate S.B.	Toronto
Middlesex Co. B. of E.	Hyde Park
Niagara South B. of E.	Welland
Nipissing B. of E.	North Bay
Nipissing District RCSSB	North Bay
North of Superior District RCSSB	Marathon
North Shore B. of E.	Elliot Lake
North Shore District RCSSB	Elliot Lake
North York B. of E.	Toronto
Northumberland & Newcastle B. of E.	Cobourg
Ottawa B. of E.	Ottawa
Ottawa RCSSB	Ottawa
Oxford Co. RCSSB	Woodstock
Peel B. of E.	Mississauga
Peterborough Co. B. of E.	Peterborough
Peterborough-Victoria-Northumberland & Newcastle RCSSB	Peterborough
Prescott-Russell B. of E.	Hawkesbury
Renfrew Co. B. of E.	Pembroke
Renfrew Co. RCSSB	Pembroke
Sault Ste. Marie B. of E.	Sault Ste. Marie
Sault Ste. Marie District RCSSB	Sault Ste. Marie
Scarborough B. of E.	Toronto
Stormont, Dundas & Glengarry Co. B. of E.	Cornwall
Stormont, Dundas & Glengarry RCSSB	Cornwall
Sudbury B. of E.	Sudbury
Sudbury District RCSSB	Sudbury
Timiskaming B. of E.	New Liskeard
Timiskaming District RCSSB	New Liskeard
Timmins B. of E.	Timmins
Timmins District RCSSB	Timmins
Toronto B. of E.	Toronto
Victoria Co. B. of E.	Lindsay
Waterloo Co. B. of E.	Kitchener
Welland Co. RCSSB	Welland
Wellington Co. B. of E.	Guelph
West Parry Sound B. of E.	Parry Sound
Windsor B. of E.	Windsor
York Region B. of E.	Richmond Hill
York Region RCSSB	Richmond Hill
York, B. of E. for the City of	Toronto

The Immersion Registry 1989/90: Canadian Parents for French, pp. 24-25.

Appendix J

1990 10 30

Summary of French Immersion Program Questionnaire

- To assist the Strategic Planning Committee with **program issues** a comprehensive questionnaire was prepared in March, 1990, and distributed to all constituents of the French Immersion program: parents, teachers, students, administration and other personnel.

- In June, 1990, all questionnaires returned to the Assistant Superintendent of Curriculum were studied and the respondents' opinions, comments and suggestions were summarized by a combined Board/Parent committee:

  Mrs. Kathy Brownlow — Parent
  Mrs. Jacquie Diverty — Principal (Glen Echo)
  Mrs. Norine Galvin — Parent
  Mr. John Hill — Co-ordinator (Languages)
  Mrs. Hinda Levine — Parent
  Mrs. Monique Martel — Consultant (French Immersion)
  Mrs. Anne-Marie Metford — Teacher and Head of Department (French Immersion)
  Mrs. Pat Ruddle — Parent

  The raw data is extensive (78 pages) and is available by contacting the Languages Department of the Board of Education for the City of Hamilton.

- In September and October, 1990, a summary of the prevalent opinions and suggestions contained in the data was prepared by a subcommittee:

  Mrs. Jacquie Diverty
  Mr. John Hill
  Mrs. Anne-Marie Metford
  Mrs. Pat Ruddle

It is important to note that this program summary represents the perceptions and opinions only of those who responded to the questionnaire.

- The Strategic Planning Committee considered the points of view expressed in the program summary carefully as recommendations were formulated. Also considered were the results of previous Board questionnaires (1977, 1982, 1983, 1987) as well as local, provincial and national research.

FRENCH IMMERSION PROGRAM QUESTIONNAIRE

A - NUMBER OF RESPONDENTS

- 158 individual parents — representing a total of 266 Immersion students
- 4 parent groups — representing a total of 8 Immersion schools
- 15 individual teachers — working in French Immersion (all divisions), Core English, Music
- 4 teacher groups — representing all divisions - Primary, Junior, Intermediate, Senior
- 3 Immersion students — graduates or in last year of secondary school
- 5 Others — individual principals, co-ordinators, support staff

B- REPRESENTATION BY SCHOOL

Note: Respondents were asked to indicate the school(s) with which they are or have been associated. One respondent could indicate more than one location.

	Indiv. Parents	Parent Groups	Indiv. Teachers	Teacher Groups	Students	Other
• A. M. Cunningham	23	1	2			1
• Earl Kitchener	55	3	3	2	3	1
• Glen Brae	7	1	4	1		1
• Glen Echo	19	2		1		1
• G. R. Allan	33	2	2			1
• Norwood Park (Pauline Johnson, Cardinal Heights)	44	1	3	2	3	3
• Peace Memorial	7					2
• Ryerson	35	1	2		3	1
• Sanford Avenue	4		2			
• Westdale	27	1		1	5	3

Section A: School Organization and Social Setting

1. Respondents were asked to indicate the advantages and disadvantages of dual-track and single-track French Immersion settings. **The summary below reflects the opinions and perceptions most frequently stated.**

Results: a) Dual-track School (both the French Immersion program and the regular English program are provided within the same school)

Advantages

- Potential exists for Immersion students to attend the same school with neighbourhood friends and other family members who may be in the regular program;
- Students who leave the Immersion program may continue in the same building;
- A smaller catchment area reduces the need to transport students and increases the probability that students may attend a community school;
- Equal integration of two languages may increase the potential for greater understanding and appreciation of bilingualism.

Disadvantages

- Potential exists for Immersion students and staff to feel different from those in the regular English program and for the program to be viewed as elitist;
- Pressures on classroom space may create conflicts with parents in the regular program;
- Difficulties may occur around timetabling, resources, fragmentation of staff, cost, subject specialists and bilingual resource people;
- Social interaction tends to occur in English outside of the classroom.

Results: b) Single-track School (all of the students attending the school are involved in the French Immersion program)

Advantages

- All students are in the same program and tend not to feel different;
- Potential exists to use French within the total life of the school, i.e. out-of-class activities, P.E., Music;
- Administration and staff are perceived as being able to concentrate their efforts on one program.

Disadvantages

- Potential exists for the program and single-track setting to be viewed as elitist;
- Immersion students are separated from their neighbourhood friends and peers not in the program;
- Students who leave the program must change schools;
- A large catchment area may increase the need to transport students.

Section B: Program Organization and Instruction

Junior Schools (SK - Grade 5)

Respondents were asked to comment upon the current instructional patterns for English Language Arts, Physical Education, Vocal Music and Library.

Results:

2. **English Language Arts**

Current Pattern

SK	0 minutes	Grade 3	45 min./day (225 min./wk.)
Grade 1	0 minutes	Grade 4	60 min./day (300 min./wk.)
Grade 2	30-35 min./day (150-175 min./wk.)	Grade 5	75 min./day (375 min./wk.)

a) Introductory grade for English Language Arts
- The majority of respondents indicate that no change is necessary;
- Those indicating change tend to request an earlier start.

b) Amount of instructional time for English Language Arts
- The majority of respondents indicate that no change is necessary;
- Those indicating change request more instructional time particularly in the primary division.

3. Respondents were asked to indicate whether French or English should be the language of instruction and interaction for Physical Education, Vocal Music and Library Services.

Results:

a) Physical Education
- Support exists for teaching P.E. in both languages;
- Reasons given for teaching P.E. in English are: safety, availability of qualified staff and need for a change of pace;
- Exposing students to specialized terminology is the prime reason given for teaching P.E. in English and in French.

b) Vocal Music
- The majority states that bilingual exposure to Music is important for students to enjoy the music of both cultures;
- The reason given for teaching Vocal Music in French is to increase French Language proficiency.

c) Library Services
- The majority indicates that bilingual library services should be available in French Immersion schools.
- Reasons:
  - — interaction between teacher-librarian and students should be "language appropriate";
  - — teacher-librarians must be able to function in both languages in order to review and purchase materials.

Section B: Program Organization and Instruction (cont'd)

4. **Middle School (Grades 6, 7, 8)**

5. **Secondary School (Grades 9 - 12/OAC)**

Respondents were asked to comment upon current instructional patterns in French:

Middle School (50% program)

Gr. 6
- French Language Arts
- Mathematics
- Social Studies

Gr. 7
- French Language Arts
- Mathematics
- History
- Science

Gr. 8
- French Language Arts
- Mathematics
- Geography
- Science

Secondary School (40% program: 12 out of 30 credits)

Gr. 9 & 10
- French Language Arts (2 credits)
- Mathematics (1 - 2 credits)
- History (1 credit)
- Geography (1 credit)
- Science (1 credit)

Gr. 11 & 12/OAC
- French Language Arts (2-3 credits)
- Dramatic Arts (1 credit)
- Creative Writing (1 credit)
- Society: Challenge & Change (1 credit)

Results:

- The majority indicates that no change is necessary;
- Those indicating change request that:
  - i) Mathematics and Science should be taught in both languages alternating through the grades;
  - ii) Mathematics and Science should be taught in English only;
  - iii) the number and variety of secondary courses available in French should be increased; caution is also expressed about feasibility and cost.

Section C: Program Outcomes

6. Respondents were asked to comment upon the French proficiency and English proficiency of Immersion students at the end of Grade 5, Grade 8 and secondary school.

Results:

- Proficiency in both languages is rated in the average to high range.

Section D: Support Services

Respondents were asked to comment upon the need for:

7. a bilingual Learning Resource Teacher (for students who require remedial assistance in English and/or in French)

and

8. a bilingual Gifted Learning Resource Teacher (for students who require alternative learning experiences and challenges in English and/or in French).

Results: Bilingual LRT

- The majority requests a bilingual LRT;
- Reasons:
  - i) learning problems are not necessarily related to language;
  - ii) children with learning disabilities should be allowed to continue in the program with assistance in whichever language is appropriate.

Results: Bilingual Gifted LRT

- The majority requests that bilingual Gifted support be provided for identified students in order to relieve the conflict of choosing between the self-contained Gifted English program and remaining in French Immersion;
- Concerns expressed are: i) cost;
  ii) availability and quality of staff;
- Those indicating that Gifted service is not necessary equate French Immersion with enrichment.

Section E: Resources

9. Respondents were asked to comment upon the quality of:
   a) student learning materials in French;
   b) student learning materials in English;
   c) computer programs for subjects taught in French;
   d) computer programs for subjects taught in English;
   e) bilingual library resources.

Results:

- Student learning materials and library resources in French and English are rated in the average to high range;
- Computer programs for subjects taught in English are rated in the average to high range;
- Computer programs for subjects taught in French are rated in the low to average range.

Section F: Sociolinguistic Contacts

10. Respondents were asked to suggest ways to increase French Immersion student contacts with francophones and other bilinguals.

Results:

- The majority of suggestions are extremely positive and include such activities as:
  — exchanges with francophone students (local, provincial, national, international);
  — linking with francophone schools (sports, music, public speaking / debates, electronic mail);
  — penpals;
  — involvement with the francophone community inside and outside of school;
  — participation in cultural events involving French and French-Canadian music, drama, films and literature.

Section G: Teacher Workload

11. School personnel were asked to comment on Teacher Workload under the following headings:

a) resource materials available/not available;

b) subject specialists (middle & secondary schools) who teach the same subject in both languages;

c) middle and secondary school teachers who are responsible for several subjects taught in French;

d) other duties assigned (junior schools) while Immersion classes are taking Core English;

e) other comments.

Results:

a) resource materials
- sometimes insufficient to support the requirements of the course outline;
- may be available in English and require translation by the Immersion teacher (time consuming and frustrating);
- lack of a bilingual teacher-librarian results in the Immersion teacher being responsible for ordering, co-ordinating and selecting the necessary resources;

b) specialist teaching same subject in both languages
- meeting and planning time are increased;

c) non-specialist teaching several subjects in French
- several preparations increase planning time;
- lack of subject expertise increases preparation time;

d) other duties assigned during Core English instructional time
- the majority of teachers are re-assigned to a variety of school responsibilities (teaching other classes/subjects, library, remediation under the direction of the LRT, computer instruction, etc.).

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